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ABSTRACT

This study examined the influence of education, agency culture, and demographic attributes on the level of professional socialization of state administrators, using data from a national survey of 5,980 state administrators. It found a positive relationship between the educational attainment of state administrators and their orientations toward service professionalism. Analysis suggested that the level of professionalism was dependent, for the most part, on the political acuity level. The degree of supervisor encouragement for training positively impacted political acuity, but had no discernable impact on professionalism. Younger administrators were found to be less politically acute than older administrators. Professionalism level was found to have a significant impact on public service values such as organizational democracy, pluralistic polity, politicized merit system, and service to clientele. Two appendixes provide copies of the administrator questionnaire and the data code book. (Contains approximately 285 references.) (MDM)

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Management Training and Public Service Education as Correlates of Orientations Toward Public Service Professionalism Among State Administrators in the Fifty States

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Management Training and Public Service Education as Correlates of Orientations Toward Public Service Professionalism Among State Administrators in the Fifty States

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Center for Public Policy Research

FOREWORD

This final technical report prepared by the faculty in the School of Public Affairs represents the core findings of a research project that was supported by the National Science Foundation from August 1, 1990 to February 28, 1994 R1190045-63.

Aside from the scientific findings of this study, the project contributed toward the professional development of our faculty through hands-on research in a major study of this nature. Two MPA students wrote their theses using this project data. Several faculty members from other universities were associated with this research project as consultants.

The survey data generated by this project will be available to the social science research community from the Inter-university Consortium for Political and Social Science Research, Ann Arbor. Kentucky State University has instituted a Center for Public Policy Research and has begun publication of a research newsletter titled Public Administration Briefing to disseminate faculty research.

We are thankful to Dr. Arturo Branson, Program Director of NSF's RIMI Program, for providing us with this opportunity to strengthen public administration research at Kentucky State University.

Any opinions, findings, conclusions or recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the National Science Foundation or Kentucky State University.

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March 3, 1994

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I
INTRODUCTION

For more than a decade public officials both elected and appointed have struggled with the question of efficiency and effectiveness. In an effort to address this question many attempts have been made to redefine the way governmental task functions are formulated and implemented. Although planning and implementation of task functions constitutes an important element in the ongoing endeavor toward government accountability, it is but a first step. The failure of governmental decision makers to expand their inquiry has created a false picture regarding the issues at hand.

Antecedent of Present Study

In 1987 a group at Kentucky State University begin exploring questions and concerns regarding effective and efficient government. This project funded by a grant from the National Science Foundation (NSF) (Grant No. RII 87040-15), although limited in scope to the Commonwealth of Kentucky, the findings did point out the need to undertake a more comprehensive and complete study. Therefore, the current project was conceptualized based on those findings. Here again a proposal was submitted to the National Science Foundation for funding. In 1991 a research project entitled "**Management Training And Public Service Education As Correlates Of Orientations Toward Public Service Professionalism Among State Administrators In The Fifty States**", was funded by the National Science foundation (NSF) (Grant No. RII 9006563).

Aware of past failure to fully address the question so prevalent to government—a working hypotheses was formulated suggesting that governmental effectiveness and efficiency was somehow related to the degree of professionalism among government employees. Hence this study is structured to accomplish an effective measurement of the relationship between effective and efficient government, and professionalism. Previous research conducted at Kentucky State University suggests an important correlation possibly exists between professionalism, training and/or education (*Mohapatra, Rose, Woods and Bugbee, 1989*). Based on findings which link professionalism and education/training the next logical step was to measure the strength and nature of this relationship. This endeavor generated the findings summarized below.

It is the hope of the researchers that this project will provide government administrators with a basic and fundamental field of knowledge that will lead to a greater degree of professionalism, and more enhanced administrative effectiveness and efficiency.

Summary of Findings and Conclusions of Past Study

The central conceptual concern of the past research was "professional socialization of state admininstrators." Professional socialization is defined as the process through which employees aligned within various disciplines gain specialized knowledge rele-

vant to their professions; become cognizant of the ethical norms related to their day-to-day organizational behavior and develop an identification with their peer group.

The socialization conceptual model (*see Figure 1*), used in this study indicates that participation of state administrators in management training/education programs is emphasized as a major contributing factor toward professional socialization. Additionally, the model recognizes the influence of "state agency culture" as a mediating variable influencing relationships between education/training and professional socialization.

Finally, the model proposes two composite trait indicators to interpret public administrators' professional socialization. The first trait, labeled professionalism, emphasizes commitment to public service as a career and recognizes that public administration is indeed a unique discipline. The **professionalism** trait structure was found to consist of three levels (*i.e., Rejector, Ambivalent and Enthusiast*). The second trait, labeled **political acuity**, emphasizes the need to understand the political nature of public administration, and was also found to consist of three levels (*i.e., Naive, Apolitico and Politico*).

This conceptual framework suggested the need to test certain proposed relationships among independent, intervening and dependent variables, namely:

- Influence of education/training on level of professional socialization;
- Influence of agency culture on levels of professional socialization;
- Influence of demographic attributes of state administrators on professional socialization;

Influence of professional socialization on four public service values (i.e., organizational democracy, puralistic polity, politicized merit system and service clientele).

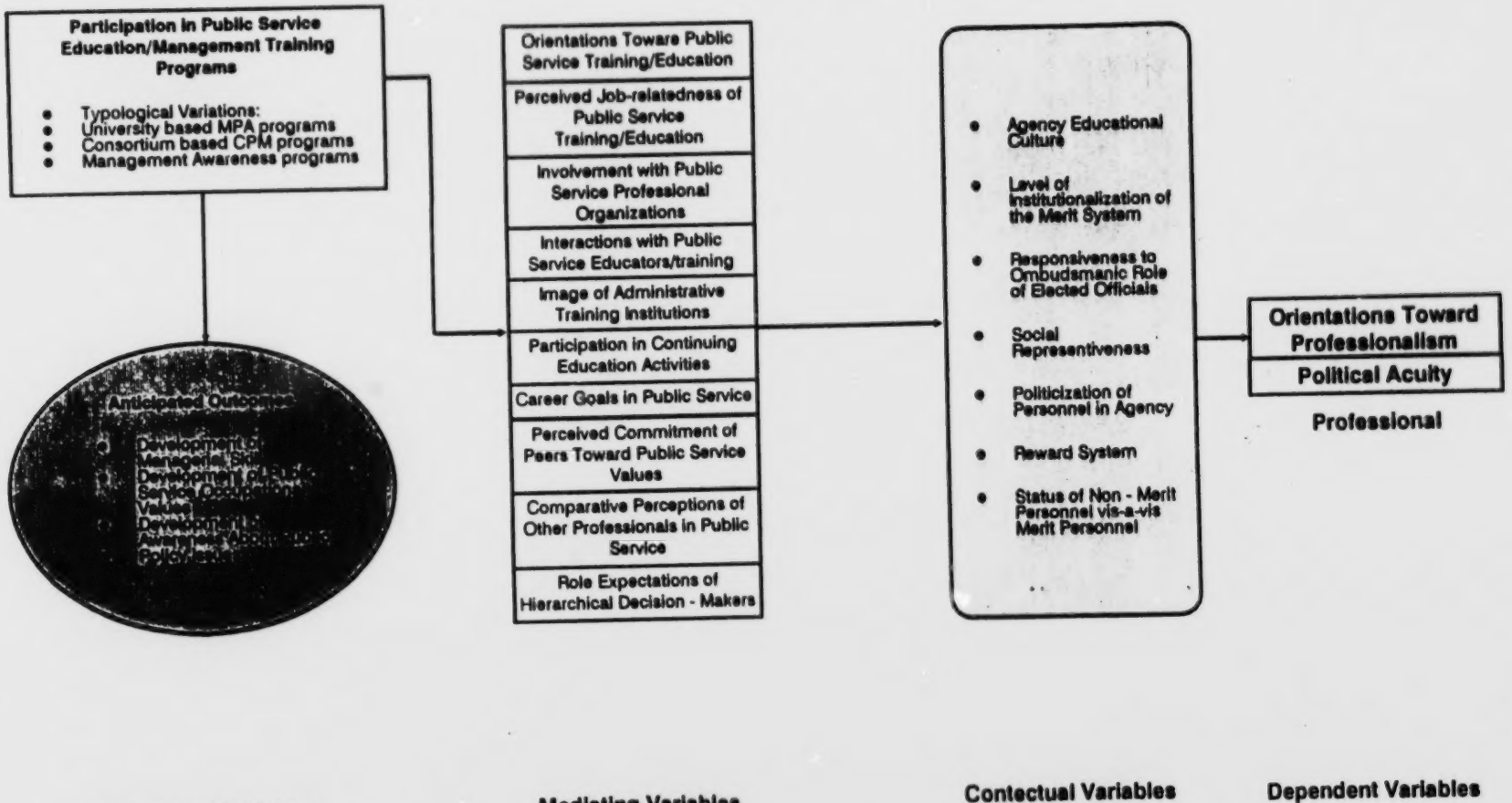
Findings

Training appeared to plausibly and positively influence political acuity but not professionalism. Administrators identified as having attended a week long **Management Awareness** program were found to be somewhat more politically acute than their untrained peers.

Agency culture was defined as supervisor encouragement and peer enthusiasm. The degree of supervisor encouragement for training seemed to positively impact political acuity, but had no discernible impact on professionalism. On the other hand, peer enthusiasm for training positively impacted both political acuity and professionalism. However, the analysis suggested that the professionalism level was dependent, for the most part, on the political acuity level. That is, as an individual became more politically acute, he/she tended to believe that public administration was, in fact, a profession.

Figure 1

Original Conceptual Model of Public Service Socialization


Participation in Public Service Education/Management Training Programs
Typological Variations:
University based MPA programs
Consortium based CPM programs
Management Awareness programs
Anticipated Outcomes
Orientations Toware Public Service Training/Education
Perceived Job-relatedness of Public Service Training/Education
Involvement with Public Service Professional Organizations
Interactions with Public Service Educators/training
Image of Administrative Training Institutions
Participation in Continuing Education Activities
Career Goals in Public Service
Perceived Commitment of Peers Toward Public Service Values
Comparative Perceptions of Other Professionals in Public Service
Role Expectations of Hierarchical Decision - Makers
Agency Educational Culture
Level of Institutionalization of the Merit System
Responsiveness to Ombudsmanic Role of Elected Officials
Social Representiveness
Politicization of Personnel in Agency
Reward System
Status of Non - Merit Personnel vis-a-vis Merit Personnel
Orientations Toward Professionalism
Political Acuity
Professional
Independent Variables
Mediating Variables
Contectual Variables
(State Agency Administrative Culture)
Dependent Variables

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One of the analyses outcomes was confounding—no statistical difference was noted between the highest and lowest levels for political acuity even though the means seemed to indicate a difference should exist.

Gender, age, ethnicity, and education were used as reference variables to test the demographic influence on political acuity and professionalism. Age was the only demographic variable found to significantly impact either political acuity or professionalism. Younger Managers were found to be less politically acute as their older peers.

Political acuity level was found to significantly impact attitudes toward the merit system and providing quality services to clientele. Politically acute public managers were less hostile to the idea that political pull outweighed the merit system and appeared to have more positive feelings that state government should provide quality services to clientele than were their naive peers.

Professionalism level was found to significantly impact all four of the public service values *(i.e., organizational democracy, pluralistic polity, politicized merit system and service to clientele*). However, the differences measured for service to clientele and organizational democracy attitudes tended to be the result of attitudes held for politicized merit system and pluralistic polity. In general, professionally enthusiastic managers held less negative attitudes toward the merit system and more positive attitudes toward pluralistic polity, service to clientele and organizational democracy values than did professionalism rejecters.

Conclusions

Overall, training and age were found to impact reported levels of political acuity, but not professionalism. Reported levels of acuity impacted attitudes toward the merit system and services to clientele, while professionalism level impacted all four service value attitudes.

These data suggests that as political acuity increases it tends to cause increases in professionalism, even though these traits were found to be statistically independent. In turn, levels of political acuity and professionalism tend to positively impact the four service value areas. There is a good likelihood that much of professional socialization results from aging and experience from formal training, the work place and political environments.

The results of this study tended to support the original conceptual model for professional socialization. In addition, it suggested some alterations to the conceptual model due to the findings about the nature of the discovery of the traits constituting professional socialization.

II
STATEMENT OF THE PROBLEM

There has been a great deal of interest in managerial training and education of state public administrators. However, Kentucky State University's (KSU) study of Kentucky public managers suggests that an overwhelming majority of state administrators still do not have a degree in Public Administration.

Various universities in the United States have collaborative arrangements with state governments enabling state employees to pursue the MPA degree on a part-time basis.

Some state governments have established provisions for in-service managerial training. Objectives of these managerial training programs focus on developing managerial skills and leadership qualities among in-service state administrators. Institutional arrangements of these training programs are rather varied.

The Council of State Governments maintains up-to-date information on the status of training programs in each of the fifty states, including lists of the names of state officials responsible for in-house managerial training programs. Two other documentary sources also provide sketchy information about the status of state-level managerial training programs (**NASTADD**, *1985; New York State, 1983*). The Center for Public Policy Research (now the Research Center for Public and International Policy) at Kentucky State University also directly collected a profile of the training programs at the state level in 1989. Based on these data sources, the following analyses have been made to propose a classification of these programs.

Some states support highly structured, yet diversified training programs. A case in point is Virginia which has three major institutional arrangements: Virginia Executive Institute, Commonwealth Management Institute and Virginia Supervisors Institute. The Virginia Executive Institute is an executive education program for top level state administrators. The Commonwealth Management Institute is designed for mid-level managers and seeks to promote their leadership skills. The Virginia Supervisors Institute is primarily designed for lower level supervisors in state government.

Ten states (*i.e., Alabama, Arizona, Florida, Georgia, Kentucky, Louisiana, New Jersey, North Carolina, Oklahoma and Utah*) have developed **Certified Public Management Programs** and have created a consortium to facilitate standard settings. Presently, these Programs vary from one another in some ways.

For example, in Georgia the University of Georgia and the state's training division jointly administer the program. In Kentucky the Kentucky Certified Public Management Program (**KCM**) is administered by the state's Governmental Services Center at Kentucky State University. In Indiana there is no standardized or centralized manage-

ment training program. The Division of Employee Training and Development in Missouri offers a series of courses which include elements of management training. Similar training programs are offered by the Idaho Personnel Commission, the Iowa Department of Personnel and the Bureau of Personnel in South Dakota. Nebraska offers a Managers Course and encourages professional membership in the National Management Association (NMA).

Table 1 proposes a classification of all state government sponsored managerial training programs into six mutually exclusive categories. This classification has been proposed on the basis of documentary data collected about management training programs available in the fifty states *(i.e., Council of State Government Working Papers, New York State survey 1983, American Society of Training and Development (ASTD) profile 1985 and KSU mail requests to 50 states)*.

Table 1
A TAXONOMY OF MANAGEMENT TRAINING PROGRAMS FOR STATE ADMINISTRATORS IN THE FIFTY STATES

I.	II.
University-based MPA degree emphasis on state employee clientele standards	State Agency management with training program modeled along CPM consortium
III.	**IV.**
Management training program for top management state administrators	Management training program for middle management state administrators
V.	**VI.**
Management training program for supervisor level state administrators	Assorted managerial workshops and courses

These state government sponsored management training programs seem to contribute toward the professional socialization of state administrators and facilitate the growth of public service professionalism among the state administrators. State government sponsored managerial training systems have not received much scholarly attention, and there are many unanswered theoretical questions about the efficacy of these training programs (Faerman, 1987). All the while managerial training programs continue to

proliferate in cross-national settings. Training agencies and other interests involved in training may have developed a trainingism orientation Turner (1989). Left unanswered are:

- To what extent do these training programs contribute toward professional socialization of state administrators?
- How do the high-level state administrators perceive agency-based generic management training programs?
- How do the high-level executives perceive university-based public administration education?
- What are social, work-related and other correlates associated with variations of such orientations *(i.e., positive, negative, neutral)* of these executives?

Their impact on administrative systems need to be studied.

This study addresses the problem through a national inquiry about training and education programs of state administrators.

III
RESEARCH ON PROFESSIONAL SOCIALIZATION

The central conceptual concern of this research is **"professional socialization of state administrators."** Professional socialization is a complex process through which professionals in different fields gain specialized knowledge relevant to their profession; become cognizant of the ethical norms related to their day-to-day organizational behavior; and develop an identification with an occupational peer group (*Blankenship, 1977*).

PROFESSIONALISM ACROSS OCCUPATIONS

The inter-disciplinary field of study, "professional socialization" has attracted the attention of researchers from Sociology, Psychology, Political Science, Education, Social Work, Planning and other disciplines. Some of who have delved into conceptualization of professionalism from theoretical perspectives (*Blankenship, 1977; Becker, 1956; Carr-Sunders, 1983; Cleveland, 1985; Derber, 1982; Forsyth, 1985; Greenwood, 1957; Henry, 1967; Jamous, 1970; Moore, 1970; Mosher, 1977; Pandey, 1985; Rosenbloom, 1983; Schein, 1972; Wilensky, 1964; Golembiewski, 1983 and Mohapatra, et al, 1989*). These theoretical and conceptual works have studied the evolution of professions and professionalism in human society and their implications.

Others have studied professional socialization in the context of specific professions. Considerable number of professions have been analyzed and it seems pertinent to cite a few of these studies. One of the earliest studies of professional growth among medical students was by Becker, (*1957*) and of law students by Lorrie, (*1959*). They analyzed law school and medical schools as agents of professional socialization of students who spend several years in professional study. Using a single educational institution as the database, Khelif (*1975*) analyzed professional socialization of school superintendents who underwent doctoral studies. Perrucci (*1969*) analyzed professional socialization of engineers, specifically focusing on their lack of a sense of community. Varney (*1985*) studied the evolution of organizational consultants as a new type of professional. Dingwell and Associates (*1983*) analyzed professional socialization patterns of lawyers and doctors in a comparative perspective. Scientific curiosity about the process of professional socialization has attracted the attention of a number of other social scientists. *(Greenwood, 1957; Moore, 1969; Perrucci, 1969; Jackson, 1970; Roth, 1974; Blankenship, 1977; and Forsyth, 1985*). The above studies have yielded some constant generalities that can be grouped into three categories *(Institutional, Self Perception/Attitudinal and Public Perception*) shown in Table 2 below.

Table No. 2
GENERAL CHARACTERISTICS OF PROFESSIONALISM*

I. Institutional Dimensions

Organizations/Associations of professionals with criteria for membership
Schools with professional certification role upon completion of professional socialization

A specialized body of knowledge based on continuing research Provision for continuing education for professionals

Recognition of outstanding professionals by peers

Sanction system for deviants

A formal ethical code or conduct with self-regulation system

Organized response to protect individual members in their professional role behavior

II. Self Perceptions/Attitudinal Dimensions

Definitive role perceptions as a professional

High regard for professional peers as a reference group

Participation in professional organization

Commitment to continuing education in new specialized knowledge

Observation of ethical code

III. Public Perceptions Dimensions

Prestige in relation to mass public

Recognition of professional service as a significant contribution to public

Recognition of professional as a specialist with specialized knowledge

*Developed on the basis of the works of (Greenwood, 1957), (Becker, 1959), (Lortie, 1959), (Denhardt, 1973), (Blankenship, 1977),(Edson, 1988),(Hall, 1972),(Johnson, 1988),(Khelif, 1975).

Most recognized professions tend to demonstrate characteristics listed under these three broad categories. All professions in the United States, and perhaps, to some extent, in all societies tend to exhibit these three types of characteristics. Public administrators can be measured along the three dimensions shown above. Table 3 below suggests one way of recognizing these attributes as they are related to public administration as a profession.

Public Administrators' Professionalism

In most public management settings an administrator does not need to have specific degrees or courses in the field of public administration in order to be recruited as a professional public administrator. Nor is membership in a professional organization of public administration mandatory for a person desiring to become as a public administrator. Further, a practicing public administrator does not need to be cognizant of existing formal professional ethical conduct codes such as the American Society for Public Administrators (ASPA) ethical code.

Many conventional attributes of American public administration professionals are now undergoing change. The number of graduate degree holders in public administration has increased, and public administration organizations have increased their membership and activities (*Mosher 1977; Danziger, 1979; Kline, 1981; Yeager, 1982; Nalbandian, 1983; Thai, 1983; Lewis, 1987*). Consequently, certain commonalities about the characteristics or professionals can be derived. A review of social science literature suggests the possibility of identifying some characteristics of public administration professionalism in general. Table 3 below suggests a three-fold classification of these general characteristics of professional characteristics.

Table 3
CHARACTERISTICS OF PUBLIC ADMINISTRATION PROFESSIONALISM

I. Institutional Dimensions

Existence of an organization of public administrators (Pugh 1989)

Existence of schools of Public administration and in-house agencies for the professional recognition of "public administration" as a body of scientific knowledge (Pugh 1989)

Existence of ethical codes by the organization of public administrators (Pugh 1989)

II. Self-Perceptions/Attitudinal Dimensions

Some empirical evidence of the role perception of public administration as professionals (Frendreis, 1988; Loveridge, 1971)

Involvement of some public administrators with professional associates, continuing education and sharing of ethical codes (Pugh, 1989)

III. Public Perception Dimensions

Some empirical evidence of positive public image of public administration as a professional. (Jennings, 1966)

Research on Professionalism Of Public Administrators

Professionalism among public administrators has been studied by several investigators. Some have specifically studied professionalism among specific types of public administrators. These studies have included probation officers (Albrecht, 1979); public works professionals (*Babcock, 1980*); NASA scientists (*Bayton, 1972*); elite administrators in India (*Bhambri, 1972*); state administrators (*Wright, 1965*); foreign service officers (*Calkin, 1978 and Powlick 1985*); welfare administrators *(Cashman, 1978*), mental health executives (*Delgado, 1985*); congressional aides (Edson, 1988); city managers (*Loveridge, 1971*); personnel directors (Fottler, 1979, and Plake, 1987); urban black managers (*Henderson, 1979*); (*Howard, 1975*); senior executives in Canada (Johnson, 1972.); police officers *(Keil, 1978; Mecum, 1979; Price, 1976*); scientists in government agencies (*Lambright, 1978*); presidential management interns (Newcomer, *1989*) and public prosecutors (*Winfree, 1984*).

Wright and Associates (*1977*) studied professionalism among state administrators in fifty states. Evidence was found that suggested a trend toward the recruitment of

college educated agency heads. Nevertheless, the proportion of individual administrators with formal MPA degrees was found to be rather small (3-5%); however, the rise in the proportion of state personnel administrators with in-house/informal training in public administration was noticeable (from 14% in 1964 to 45% in 1974). Fottler and Novell (*1979*) found a higher degree of professionalism among these directors and noted that the environment of each state agency seemed to influence professionalism. Podell and Miller (*1974*) used a survey of administrators in New York City's Department of Social Services to measure their level of involvement in professional activities (e.g., membership in professional organization and reading of journals). It was observed that these professionals seemed to be detached and uncommitted to professionalism. Lorenz and Associates (*1984*) studied the orientation of rehabilitation administrators through a national survey of 851 respondents toward professional certification. This group as a whole was found to be ambivalent toward certification. Sauser and Smith (*1983*) found evidence among Alabama county administrators suggesting five underlying dimensions of professionalism *(i.e., need for special skills, value of experience, administrative duties, freedom from political constraints and professional identification*).

Dailey (*1983*) measured commitment toward public service professionalism among state executives and legislators and found general support for commitment among the respondents; yet, noticeable reservation was still noted. Price (*1976*) found police administrators to be ambivalent toward professionalism. They seemed to fear some perceived conflict between professionalism and organizational operation. Nalbandian and Edwards (*1983*) studied professional values of public administrators in a comparative perspective (*i.e., with business administrators, lawyers and social workers*), and found significant statistical differences between the members of the four groups on a professional value scale. Heinemann and Associates (*1986*) studied the desire for involvement in professional organizations among 87 state rehabilitation administrators. A series of variables that explained commitment toward professional involvement were identified. Pearson and Sanders (*1981*) studied orientations of state administrators toward authoritative values in seven states. Those surveyed reported an attitudinal orientation supportive of authoritarian values. Among the determinants of authoritarian values, this study suggested that public safety agency administrators tended to have more authoritarian values, as did older and senior administrators.

Aberback and Rochman (*1973*) studied the values of federal executives in relation to citizen participation in administration. Although their conclusion was that federal executives tend to believe that greater citizen involvement with government is desirable, they found a sizable minority who had reservations about this activity. Hopkins (*1980*) studied subjective discrimination among state employees of five states. This study suggests a pervasiveness of "perception of subjective discrimination" among women, older and minority employees. Among the explanatory variables associated with this perception were job environment related variables.

Sparado (*1973*) studied role perceptions of bureaucrats and politicians in three states and found significant variations between Minnesota and South Carolina with respect to disagreement in role perception. These variations were explained in terms of the nature of the respective civil service systems. Sheinfeld and Weinch (*1981*) studied service delivery in a community mental health center and observed the emergence of an administrative ideology as a consequence of selection or acculturation. The various components of this administrative ideology were tolerant professionalism, community service and pressure to increase client services. Ideological diversity among the five different units of the organization was also found. Klinger (*1988*) in a study of providers of university public service, found the existence of tension between maintaining academic credibility and user acceptance. The university culture tended to emphasize advancing knowledge rather than present utility or popular acceptance. In another study of personnel directors in the fifty states, Klinger (*1988*) analyzed the orientation of responses toward social equity goal of the administrators. A majority were found to be supportive of this goal. In Perry's fifty state study (*1980*) of personnel selection specialists, data were obtained about the training needs of these highly specialized personnel administrators. Among other things, most frequently cited deficiencies included analysis and interpretation of data.

Putt and Springer's (*1980*) Study of public service educators found that these professionals emphasized the value of "**self- direction**" and "**self-control**" as fundamental. Murray's survey of public administration (*1976*) identified writing and oral communication as the main skill deficiencies of young professionals in public management. Golembiewski (*1983*) saw the danger of "**protectionism**" related consequences of public service professionalism. Guy (*1985*) concluded that professionals mesh their goals with those of the organization and that a stable departmental structure served as a melting pot for professionals across disciplines. Fisher and Ludgin (*1982*) raised a question about the compatibility between public service professionalism and political activity of these professionals within their employing jurisdictions. Sauser and Smith (*1983*) attempted to empirically define public sector professionalism and suggest the existence five underlying dimensions of public sector professionalism; **special skills, expertise, administrative duties, freedom from political interference and professional idealism.**

Methodological Concerns in Public Service Professionalism

Survey research techniques have been used by social scientists for several administration studies. Political science researchers have studied background attributes, attitudes, and behaviors of state administrators from different conceptual perspectives. Herein, are summarized selected salient studies that have appeared in the literature during the last two decades.

An early empirical study of American state administrators was completed in the late sixties by Wright (*1965*). A national sample was used to study background profiles of state administrators in fifty states. The results of this study suggested a number of

generalizations about the social attributes of state administrators. Follow-up studies by Wright (*1977*) and Freeman (*1989*) produced findings of considerable interest to others interested in analyzing the extent to which the collective portrait of state administrators in the United States reflects the ideal type construct of representative bureaucracy. (*Sheriff, 1974; Krislov, 1974*).

A few others have analyzed state administrators, through studies with a fifty state focus. Organizational mobility among state administrators has been analyzed as the basis of a fifty-state study by Pearson (*1987*). Yeager (*1984*) utilized data from a fifty-state survey with a small response rate ($N = 361$) to analyze the orientation of state administrators' socialization systems in the United States. Another high response (70%) survey based study of state administrators was completed by Abney (*1982*). The role of key state administrators and their managerial styles in relation to the outside world were examined. Miller (*1982*) studied state administrators in fifty states with a conceptual focus on "Perception of influence matrix of agency policy decisions".

Aside from these nationwide sample survey data-based studies, a number of researchers have analyzed state administrators with much smaller data bases. Rehfus (*1986*) analyzed the representation of minorities and women among the members of the California career service. Lovrich (*1989*) conducted a quasi- experimental study to analyze attitudes of state administrators in Washington state toward a new appraisal system. Duncombe (*????*) studied the orientation of state budget administrators using both question and personal interview data. Bremer (*1988*) studied the strategies of women administrators in Oregon, and found them supportive of their professional mobility in public finance.

Works of other researchers using survey data on state administrators in one or more states are many. (*Botner, 1974; Daniel & Rose, 1990; Grupp, 1975; Hall, 1977; Meyer, 1979; Beek, 1980; Abney, 1981; Decotis, 1981; Rose, 1981; Freeman, 1984; Yeager, 1985; Sylvia, 1986; Soden, 1988; Abney, 1981*). All of these studies differ from one another in their conceptual focus but all have utilized survey research methodologies (*e.g., mail survey, personal interview, telephone interview*). In the last twenty years, these studies have documented the feasibility of conducting theoretically significant research about state administrators in the United States.

Relative variations found in survey research response rates of state administrator studies, deserves some consideration (*see Table 4*). A few researchers have never specifically reported their response rates which are influenced by a wide range of factors including topic of survey, length of questions, number of follow-ups, prestige of the survey sponsor, and other factors discussed by the methodologists (*Dillman, 1978*). Some researchers have obtained as high as 70% response in the fifty states, (*Abney, 1982*) and one researcher has reported only 20% response rate (*Sylvia, 1986*). It is argued that low response rates may be attributable to the fact that most state administrators frequently receive questionnaires for research purposes. Nevertheless, survey

research appears to be an appropriate methodological option in analyzing background attributes, values, and job-related issues involving state administrators.

Table 4
SELECTED SURVEY RESEARCH OF STATE ADMINISTRATORS INVOLVING STUDIES OF THE ASPECTS OF PROFESSIONALISM

Researcher	Aspects of Public Service Professionalism Studied	Sample Size and Response Rate
1. Gryski (1983)	Job satisfaction among state	(N = 1,100) 43% officials in Georgia
2. Wright (1965)	Background characteristics of Wright and State Administrators	(N = 718)*%
Associates (1978)		(N = 1,393)*%
3. Hall (1977)	Budgetary behavior of the state	(N = 85) 60%
administrators in Delaware		
4. Pearson (1981)	Values of state executives in	(N = 1,000) 67%
seven states		
5. Sylvia (1986)	Career plateauing among state	(N = 300) 20%
administrators in Oklahoma		
6. Abney (1982)	External relations role of key	(N = 300) 20%
administrators' in fifty states		
7. Yeager (1985)	Administrators' orientations	(N = *) 35%
toward state ombudsman system in fifty states. * Not Reported		

IMPORTANCE OF PRESENT STUDY

The literature suggests a number of conclusions. First, "professional socialization" seems to provide an appropriate conceptual framework for studying the impact of management training/public service education on public service professionalism of state administrators. Second, survey research is an appropriate methodology for identifying the orientation of state administrators toward public service professionalism. Finally, specific studies on public sector professionals suggest that the impact of managerial training programs of an agency on the professional socialization of state administrators has not been studied nationally, with a conceptual focus or methodological rigor. The NSF supported study of Kentucky state administrators (Mohapatra et al, 1989) is the only available completed study. It shows that a 50 state study with a rigorous theoretical research design is needed to fill this gap in professional socialization literature relative to American state administrators.

IV
CONCEPTUAL MODEL OF PRESENT STUDY

The comprehensive review of literature summarized in the previous section proposes the existence of many communalities and variations in the professional socialization process that ultimately influences professionalism orientations. This condition suggested the need to posit a conceptual model for this study. Work done at Kentucky State University on the basis of Kentucky state administrators has lent credence to the original conceptual model (*see Figure 1*). The conceptual model defined herein accommodates the diversity of management training, education and the elements of state administrative cultures which are crucial to the understanding of state administrators' orientation toward professionalism. Figure 2 provides a graphic representation of this model.

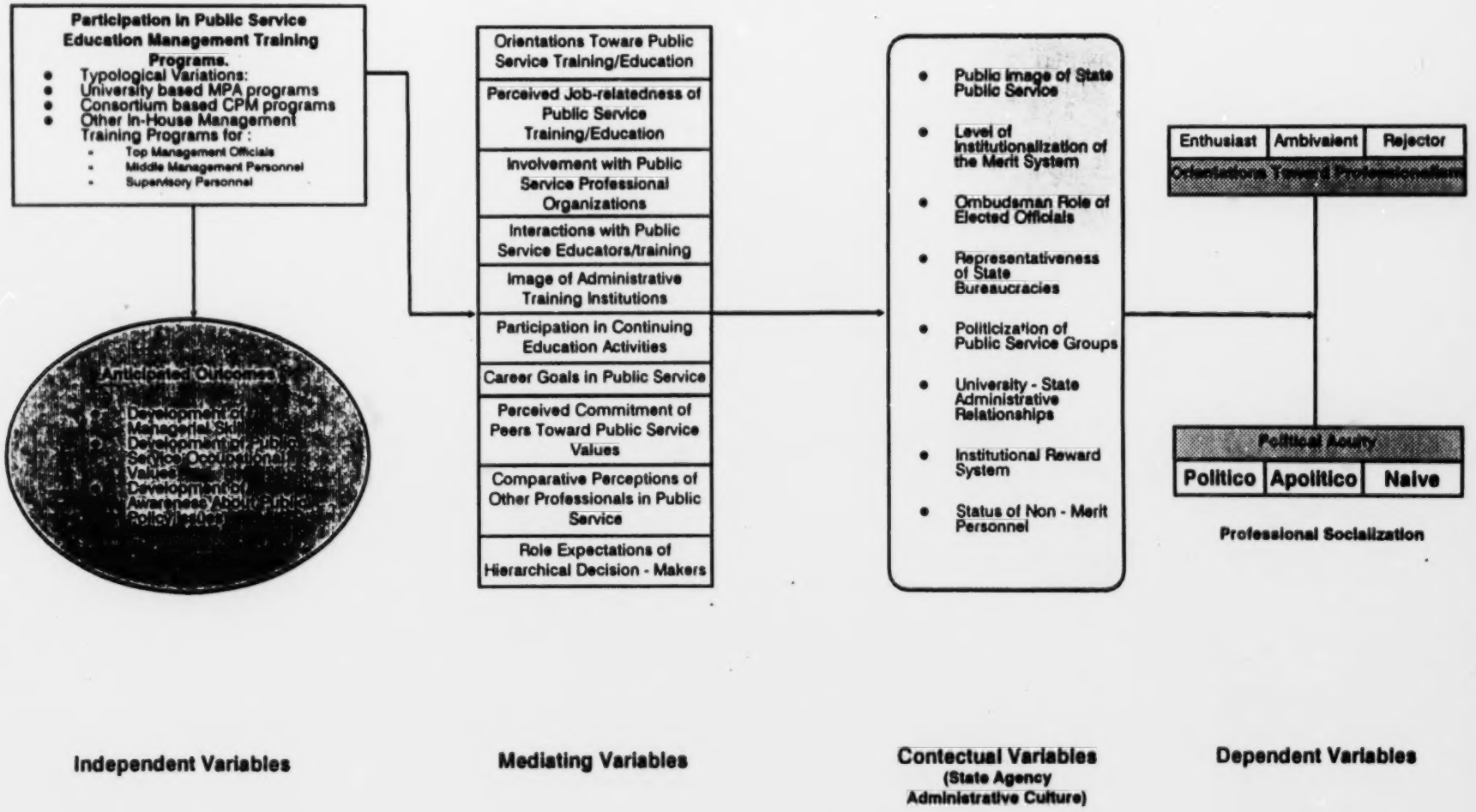
This model emphasizes participation of state administrators in management training and education programs as a contributing factor toward public service professionalism. Despite the diversity of the nature of this training (*e.g. in-house, CPM, collaborative MPA, loosely structured Chautauqua formats*) this construct considers it be important. Pre-entry education and anticipatory socialization toward public service have also been considered as antecedent variables.

Secondly, this model recognizes the influence of "state administrative culture" (*a new concept proposed herein to understand and measure variations in the administrative system of the fifty states as a mediating variable influencing the relationships between education/training and professionalism and political acuity*). Measurable elements of state administrative cultures have likewise been suggested in this model.

Finally, this model proposes composite measures to represent variations in the orientations of state administrators toward public service professionalism and political acuity. These represent the dependent variables in this study.

Figure 2

State Administrators' Orientations Toward Public Service Professionalism: A Conceptualization of Research Variables


Participation in Public Service Education Management Training Programs.
Typological Variations:
University based MPA programs
Consortium based CPM programs
Other In-House Management Training Programs for :
Top Management Officials
Middle Management Personnel
Supervisory Personnel
Anticipated Outcomes
Development of Managerial Skills
Development of Public Service Occupational Values
Development of Awareness About Public Policy Issues
Orientations Toware Public Service Training/Education
Perceived Job-relatedness of Public Service Training/Education
Involvement with Public Service Professional Organizations
Interactions with Public Service Educators/training
Image of Administrative Training Institutions
Participation in Continuing Education Activities
Career Goals in Public Service
Perceived Commitment of Peers Toward Public Service Values
Comparative Perceptions of Other Professionals in Public Service
Role Expectations of Hierarchical Decision - Makers
Public Image of State Public Service
Level of Institutionalization of the Merit System
Ombudsman Role of Elected Officials
Representativeness of State Bureaucracies
Politicization of Public Service Groups
University - State Administrative Relationships
Institutional Reward System
Status of Non - Merit Personnel
Enthusiast
Ambivalent
Rejector
Orientations Toward Professionalism
Political Acuity
Politico
Apolitico
Naive
Professional Socialization
Independent Variables
Mediating Variables
Contectual Variables
(State Agency Administrative Culture)
Dependent Variables

25

25

V
STUDY OBJECTIVES, SETTING AND DATA SOURCES

The conceptual model outlined above suggests the formulation of specific hypotheses to empirically test the relationships proposed among the independent, intervening and dependent variables. It was intended for the conceptual model to be comprehensive. Consequently, complete testing of the model is beyond the scope of any single study.

STUDY OBJECTIVES

The specific objectives of this study are as follows:

1. To develop a comprehensive mail survey instrument to collect reliable and valid survey data, from a representative random sample of state administrators in the fifty states.

2. To test four hypotheses about the nature of the relationship between management training/education of state administrators and their orientation toward public service professionalism. For this study, the following four null hypotheses will be tested.

H-1. Participation in management/training education of the state administrators will not correlate with orientations toward public service professionalism and political acuity.

H-2. Quantitative variations of professionalism and political acuity will not influence administrators' perception of the saliency of management/training education in public service.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism and political acuity.

H-4. Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism and political acuity.

Study Setting

Primary data for this study were collected via a self reporting mail questionnaire and supported by the National Science Foundation. In order to insure that a significant size sample of state public administrators having earned the MPA degree and/or CPM certificates, lists were solicited from all universities and state supported programs in the fifty states and Puerto Rico. Additional lists were solicited from personnel directors in the fifty states and Puerto Rico.

Of the 241 requests sent to MPA granting universities, only 41 responded. Six of the ten CPM program directors provided lists. Personnel directors from seven states and Puerto Rico provided mailing lists. Mailing lists for the remaining states were generated from names and addresses found in the "State Executive Directory" published by the Carroll Publishing Company of Washington, DC. Table 5 below contains the sample sources, number of questionnaires mailed, number returned and percentage returned.

Table 5
Sample Characteristics

SOURCE IDENTIFICATION	NUMBER MAILED	NUMBER RETURNED	PERCENTAGE RETURNED
CPM UNKNOWN	38	38	100.00
CPM GEORGIA	88	45	51.14
CPM KENTUCKY	18	18	100.00
CPM LOUISIANA	114	61	53.51
CPM NORTH CAROLINA	117	85	72.65
CPM OKLAHOMA	28	23	82.14
CPM UTAH	45	31	68.89
BRIGHAM YOUNG	113	50	44.25
CANISIUS	7	4	57.14
DEPAUL	9	5	55.56
DUKE	17	12	70.59
EASTERN MICHIGAN	16	7	43.75
FLORIDA STATE	149	65	43.62
GEORGIA STATE	41	26	63.41
ILLINOIS TECH	5	3	60.00
INDIANA STATE	6	1	16.67
KEAN COLLEGE OF NJ	12	5	41.67
KENTUCKY STATE	31	17	54.84
MISSISSIPPI STATE	63	22	34.92
NORTHEASTERN	79	30	37.97
OHIO STATE	221	108	48.87
OHIO UNIVERSITY	15	4	26.67
SOUTHERN ILLINOIS	16	7	43.75
SOUTHWEST MISSOURI	2	1	50.00
SOUTHWEST TEXAS STATE	43	12	27.91
SUNY-ALBANY	277	152	54.87
SUFFOLK UNIVERSITY	108	33	30.56
TEXAS A&M	9	1	11.11
U. OF TEXAS @ AUSTIN	211	99	46.92
TRINITY UNIVERSITY	13	3	23.08
U. OF ARKANSAS LR	14	13	92.86
U. OF CALIFORNIA @ BERKLEY	58	24	41.38
CENTRAL FLORIDA	11	5	45.45
U. OF COLORADO	54	24	44.44
UNIVERSITY OF KANSAS	101	36	35.64
UNIVERSITY OF MINNESOTA	105	62	59.05
U. OF MISSOURI @ COLUMBIA	99	59	59.60
U. OF NEBRASKA @ OMAHA	43	28	65.12
U. OF NEW HAVEN	6	6	100.00
U. OF NORTH CAROLINA @ CH	16	8	50.00
U. OF NORTH CAROLINA @ GRN	4	3	75.00
U. OF PITTSBURGH	44	15	34.09
UNIVERSITY OF TOLEDO	9	4	44.44
WICHITA STATE	12	8	66.67
UNKNOWN UNIVERSITY	4	4	100.00
ALABAMA	398	140	35.18
ALASKA	576	113	19.62
ARIZONA	511	121	23.68
ARKANSAS	456	101	22.15

Table Continued on Next Page

Table 5
Sample Characteristics **Continued**

CALIFORNIA	740	220	29.73
COLORADO	410	164	40.00
CONNECTICUT	140	24	17.14
DELAWARE	296	81	27.36
FLORIDA	725	280	38.62
GEOGRIA	385	125	32.47
HAWAII	393	152	38.68
IDAHO	421	236	56.06
ILLINOIS	625	214	34.24
INDIANA	444	90	20.27
IOWA	246	137	55.69
KANSAS	215	81	37.67
KENTUCKY	298	90	30.20
LOUISIANA	353	33	9.35
MAINE	313	66	21.09
MARYLAND	389	103	26.48
MASSACHUSETTS	392	83	21.17
MICHIGAN	322	128	39.75
MINNESOTA	328	80	24.39
MISSISSIPPI	252	89	35.32
MISSOURI	148	42	28.38
MONTANA	225	58	25.78
NEBRASKA	275	92	33.45
NEVADA	334	108	32.34
NEW HAMPSHIRE	170	22	12.94
NEW JERSEY	230	78	33.91
NEW MEXICO	313	70	22.36
NEW YORK	606	183	30.20
NORTH CAROLINA	268	86	32.09
NORTH DAKOTA	148	50	33.78
OHIO	433	90	20.79
OKLAHOMA	205	48	23.41
OREGON	270	117	43.33
PENNSYLVANIA	299	90	30.10
RHODE ISLAND	136	20	14.71
SOUTH CAROLINA	347	85	24.50
SOUTH DAKOTA	149	32	21.48
TENNESSEE	297	58	19.53
TEXAS	340	53	15.59
UTAH	350	198	56.50
VERMONT	112	14	12.50
VIRGINIA	345	79	22.90
WASHINGTON	290	86	29.66
WEST VIRGINIA	119	58	48.74
WISCONSIN	243	55	22.63
WYOMING	172	39	22.67
PUERTO RICO	122	42	34.43
UNKNOWN STATE	6	6	100.00
TOTAL	19171	5980	35.39

The survey instrument used in this study was a 39 item, comprehensive questionnaire with both closed- and open-ended questions. The 39 items were subdivided into five sections. One section (*see Appendix I*) contained items designed to be answered by

individuals holding CPM certificates, while another section contained items designed to be answered by individuals having earned a MPA or equivalent degree. The remaining three sections were designed to be answered by all participants regardless of their academic and/or training background. Requested demographic data was minimal to avoid obtrusive inquiries into personal information. Table 6 below contains additional descriptive statistics of the study sample.

Table 6
General Profile of Study Participants

Related Training/Education

	Frequency	Percent	Valid Percent	Cum Percent
CPM	332	5.6	5.6	5.6
BACHELOR	351	5.9	5.9	11.4
MPA AND/OR PHD/DPA	1428	23.9	23.9	35.3
OTHER RELATED DEG/TR	896	15.0	15.0	50.3
NO RELATED DEGREE	2973	49.7	49.7	100.0
Total	5980	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cum Percent
MALE	4091	68.4	69.8	69.8
FEMALE	1769	29.6	30.2	100.0
	120	2.0	Missing	
Total	5980	100.0	100.0	

Ethnicity

	Frequency	Percent	Valid Percent	Cum Percent
WHITE	5152	86.2	88.5	88.5
AFRICAN-AMERICAN	290	4.8	5.0	93.5
HISPANIC	151	2.5	2.6	96.1
NATIVE AMERICAN	40	.7	.7	96.8
ASIAN OR PACIFIC ISLAND	176	2.9	3.0	99.8
OTHER	11	.2	.2	100.0
	160	2.7	Missing	
Total	5980	100.0	100.0	

Table Continued on Next Page

Table 6
General Profile of Study Participants **Continued**

Years of Public Service

	Frequency	Percent	Valid Percent	Cum Percent
1 TO 9 YRS	1029	17.2	17.8	17.8
10 TO 19 YRS	2199	36.8	38.0	55.8
20 TO 29 YRS	1937	32.4	33.5	89.3
30 TO 39 YRS	550	9.2	9.5	98.8
40 TO 49 YRS	67	1.1	1.2	100.0
	198	3.3	Missing	
Total	5980	100.0	100.0	

Type of Work Unit

	Frequency	Percent	Valid Percent	Cum Percent
DATA/PAPER	1364	22.8	24.0	24.0
PEOPLE SERVICE	4034	67.5	71.1	95.1
MACHINE/PROD.	277	4.6	4.9	100.0
	305	5.1	Missing	
Total	5980	100.0	100.0	

Job Responsibility

	Frequency	Percent	Valid Percent	Cum Percent
ADMINISTRATIVE/PROF	3375	56.4	58.5	58.5
CLERICAL	197	3.3	3.4	62.0
SUPERVISORY	1413	23.6	24.5	86.5
SERVICE	170	2.8	2.9	89.4
LAW ENFORCEMENT	610	10.2	10.6	100.0
	215	3.6	Missing	
Total	5980	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cum Percent
20-29 YRS	65	1.1	1.2	1.2
30-39 YRS	849	14.2	15.0	16.2
40-49 YRS	2671	44.7	47.3	63.4
50-59 YRS	1579	26.4	27.9	91.4
60-69 YRS	460	7.7	8.1	99.5
70-79 YRS	26	.4	.5	100.0
80 YRS & OLDER	2	.0	.0	100.0
	328	5.5	Missing	
Total	5980	100.0	100.0	

Table Continued on Next Page

Table 6
General Profile of Study Participants **Continued**

S
u
pervisory Responsibility

	Frequency	Percent	Valid Percent	Cum Percent
1-10 EMPLOYEES	1759	29.4	32.2	32.2
11-50 EMPLOYEES	1971	33.0	36.1	68.2
51-200 EMPLOYEES	1033	17.3	18.9	87.1
201-500 EMPLOYEES	371	6.2	6.8	93.9
501-997 EMPLOYEES	280	4.7	5.1	99.0
1,000 AND MORE EMPLOYEES	53	.9	1.0	100.0
	513	8.6	Missing	
Total	5980	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cum Percent
NOTHIGHSCHOOLGRADUATE	14	.2	.2	.2
HIGH SCHOOL GRAD	157	2.6	2.6	2.9
SOME COLLEGE	383	6.4	6.4	9.3
COLLEGE GRAD	1309	21.9	21.9	31.2
SOME GRAD WORK	605	10.1	10.1	41.3
AT LEAST 1 GRAD DEGR	3512	58.7	58.7	100.0
Total	5980	100.0	100.0	

Appointment Type

	Frequency	Percent	Valid Percent	Cum Percent
ELECTED OFFICIAL	39	.7	.7	.7
POLITICAL APPOINTEE	1474	24.6	25.6	26.2
MERIT SYSTEM EMPLOYE	3379	56.5	58.6	84.8
OTHER	874	14.6	15.2	100.0
	214	3.6	Missing	
Total	5980	100.0	100.0	

This report is based on data from 5,980 *(i.e., 35.4% returned)* usable questionnaires which have thus far been returned.

Table 6 projects a general profile of public managers who participated in this study. A majority of the participants are male (*69.8%*) with less than one third (*30.2%*) are female. Slightly over *86%* of the participants are of European extraction, trailed by African-Americans (*4.8%*), Asian or Pacific Islanders (*2.9%*) and Hispanics (*2.6%*). The age distribution among the respondents shows the largest proportion to be between the ages of 40 and 59 years (*75%*), with *91.4%* 59 years old or younger.

The educational profile of the sample indicates that over one half (*58.7%*) have earned at least one graduate degree, and *10.1%* have some graduate work. Another *21.9%* have earned a baccalaureate degree of some type. Only *9.3%* report an educa-

tion history of less than a college degree. Overall state public administrators, according to this sample, seem to be a very literate group; however, almost one half of the respondents *(49.7%)* have not had any training or education related to public sector management.

When asked about their job responsibility, *58.9%* of the respondents selected the administrative/professional category as best describing their functions. Another *24.5%* selected supervisory chores.

An item on the questionnaire asked respondents to classify their organization. Nearly three quarters (*71.1%*) labeled their units as people/service oriented organizations. Twenty four percent labeled their units as data/paper units, while the remaining 4.9% select machine/production.

The data show that *68.2%* reported supervising 50 or less individuals. Another 18.9% indicated they supervised 51 to 200 employees, with the remaining *12.0%* supervising over 200 individuals.

Well over one half of the respondents (*58.6%*) indicated they occupied a classified position in their state's merit or civil service system. Slightly over one quarter (*25.6%*) of the sample reported occupying an appointed (*i.e., political*) position. A surprisingly large number indicated being employed by some other means than the normal categories (*e.g., elected, appointed, merit*). Upon investigation, it was discovered that other than some unusual contractual situations, many individuals employed in states such as Texas that does not have a merit system in the popular sense selected this category. Also, many individuals selected this category that described themselves as civil service appointees.

The seniority distribution among these public managers shows that only *17.8%* have fewer that 10 years of service. The majority of the respondents (*71.5%*) reported between 10 and 29 years of service.

The general profile of this sample is that of a college educated and veteran work force. Most of them function in a people- service oriented organizational surrounded mostly by white males. Minorities and women comprise a relatively small portion of the sample.

Measuring Orientations Toward Public Service Professionalism and Political Acuity

As aforementioned, two professional socialization traits were thought to be found during the antecedent study (*i.e., Professionalism Index and Political Acuity*). These measures were discovered as the result of some structural analysis. In order to support, refine or refute their existence, similar measures were part of the questionnaire used for this study.

The items in question two was designed to measure the professionalism index. This is strictly a refinement of the measure in the original study. Since the discovery of what was believed to be a political acuity index was serendipitous, the item from the original study was significantly changed. The following sections describe the processes used to support, alter or refute their existence.

Professionalism

Question two *(see Figure 2)* contains three items designed to seek responses to items concerning training/education and professional activities. Each item was fitted with a four point Likert scale as shown in Figure 2.

2. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements. (Please circle appropriate number)

	Strongly Agree			Strongly Disagree
a. Public managers, regardless of their other educational background, need training and education in public administration	4	3	2	1
b. Public managers should be familiar with the current developments in public administration	4	3	2	1
c. Public managers should belong to one or more professional organizations that are concerned with public administration	4	3	2	1

The same statistical procedure used in the Kentucky study (*i.e., factor analysis*) was used to determine if the items in question two still held together as a single trait. The factor analysis was performed using the Statistical Package for Social Scientists (SPSS-X). Maximum Likelihood extraction was used to reduce the correlation matrix. As in the previous study the analysis yielded a one factor matrix. Table 7 below contains summary results of the factor analysis.

Table 7
Factor Analysis Summary Results for the Professionalism Items

CORRELATION MATRIX:

	V2A	V2B	V2C
V2A	1.00000		
V2B	.59141	1.00000	
V2C	.37919	.49498	1.00000

Scree Plot

```
E     1.982 +    *
I           I
G           I
E           I
N           I
V           I
A           I
L           I
U      .632 +         *
E      .386 +              *
S           I
       .000 +----+----+----+
              1    2    3
```

One Factor Matrix

Item	Loading
V2B	.87864
V2A	.67309
V2C	.56335

As in the initial study, it was decided not to use factor scores to construct the the professionalism index. Factor scores are awkward when used as independent or reference variables because they are decimal fractions, both negative and positive. Integers function much better as references (*Tatsuoka, 1971*). Therefore, the following equation was used to calculate the index.

$$PI = RND((2A + 2B + 2C)/3)$$

The frequency distribution in Table 8 shows the initial distribution of Professional Indices.

Table 8
Initial Professionalism Index Distribution

Professionalism

index level	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	49	.8	.8	.8
	2.00	930	15.6	15.7	16.5
	3.00	3385	56.6	57.1	73.6
	4.00	1562	26.1	26.4	100.0
	Missing data	54	.9	Missing	
	Total	5,980	100.0	100.0	

Again, the frequency distribution shown in Table 8? reveals that an extremely small number of the respondents fell in the lowest level. As in the initial study it was decided to collapse levels one and two into a single category, thus creating the final index shown in Table 9.

Table 9
Final Professionalism Index Distribution

Professionalism

index level	Frequency	Percent	Valid Percent	Cum Percent
REJECTOR	979	16.4	16.5	16.5
AMBIVALENT	3385	56.6	57.1	73.6
ENTHUSIAST	1562	26.1	26.4	100.0
	54	.9	Missing	
Total	5,980	100.0	100.0	

The titles Rejector, Ambivalent, and Enthusiast were again assigned to the three index levels. This three-level index is used throughout this report for professionalism measure. Whenever professionalism is used as a criterion, an adjusted factor score will be used. To eliminate negative values the factor scores have been converted to a distribution with a mean of 50 and standard deviation of 10.

Political Acuity

Daniel and Rose (*1991*) reported the identification of a trait thought to be part of the public administration professional socialization construct. Evidence for this inference was found among data collected as part of the initial survey of Kentucky state public administrators. Because of what seemed to be an important finding, an effort to better understand this phenomenon was made in the present study. To seek support for this trait – additional items were added to the questionnaire. The following items in the first section of the questionnaire were written expressly for this purpose.

1. As a state public administrator, how important do you believe it is to keep currently informed of the following? (Please circle appropriate number)

	Very Important			Not Important
a Election voting patterns	4	3	2	1
b. Public opinion poll results	4	3	2	1
c. Legislators and their views	4	3	2	1
d. Elected executives and their views	4	3	2	1
e Legislative candidates and their views	4	3	2	1
f Executive candidates and their views	4	3	2	1
g Specific policy issues e.g., educational, economic development, environmental	4	3	2	1
h. Federal government grant programs	4	3	2	1
i Foreign affairs involving the U.S.	4	3	2	1
j Public sector labor relations	4	3	2	1
k Minority groups and their views on policy issues	4	3	2	1
l General developments in the profession of public administration	4	3	2	1

The above items were analyzed, using the same factor analysis procedure as with the professionalism question. A priori, it was thought that the items found in question one shown above would all load heavy on a single factor (*i.e., a political acuity factor*). This was the case with an abbreviated question on the questionnaire used for the Kentucky study. However, this was not to be. Instead of a single factor, three (3) factors were found. Shown below in Table 10 are the summary results for these items.

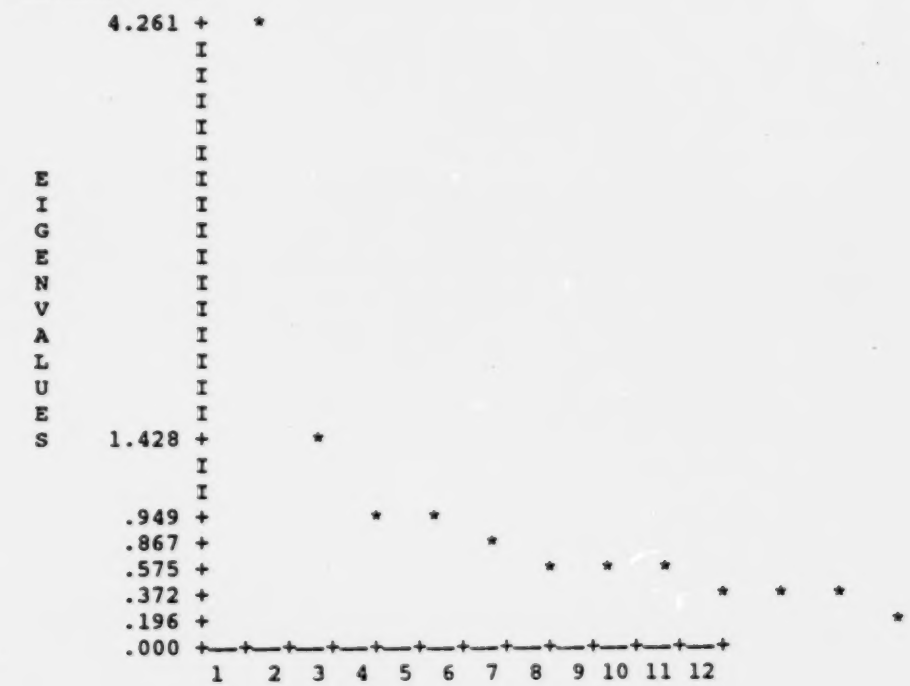
Table 10
Factor Analysis Summary for The Political Acuity Items

CORRELATION MATRIX:

	V1A	V1B	V1C	V1D	V1E	V1F	V1G
V1A	1.00000						
V1B	.51946	1.00000					
V1C	.32728	.33425	1.00000				
V1D	.25498	.25701	.64715	1.00000			
V1E	.41697	.37660	.46204	.37879	1.00000		
V1F	.36532	.33124	.37372	.43589	.76671	1.00000	
V1G	.20216	.21295	.24012	.24756	.21400	.23541	1.00000
V1H	.17665	.18909	.19174	.16320	.23340	.19856	.29126
V1I	.39113	.30922	.17129	.16094	.38248	.34289	.26363
V1J	.22871	.20910	.15572	.18065	.23121	.23570	.19555
V1K	.31391	.33027	.28285	.26409	.32219	.32997	.31526
V1L	.16119	.20817	.12841	.13461	.22701	.23720	.18241

	V1H	V1I	V1J	V1K	V1L
V1H	1.00000				
V1I	.29591	1.00000			
V1J	.19218	.36760	1.00000		
V1K	.27466	.34320	.46187	1.00000	
V1L	.19668	.26503	.38303	.38401	1.00000

Scree Plot for Item One



Varimax Rotated Factor Loadings:

	FACTOR 1	FACTOR 2	FACTOR 3
V1K	.65546		
V1J	.61079		
V1I	.54187		
V1L	.51012		
V1A	.39896		
V1B	.39744		
V1G			
V1H			
V1E		.93129	
V1F		.68130	
V1D			.76795
V1C			.75161

The item groupings on the three factors appear to make sense—see Table 11, consequently it was felt that the theoretical model should be refined to accommodate this finding as shown in Figure 3. Further, the four null hypotheses should be altered as follows to represent these findings.

Table 11
Political Acuity Factors

Factor One (Socio-political)

- Minority groups and their views on policy issues
- Public sector labor relations
- Foreign affairs involving the U.S.
- General developments in the profession of Public Administration
- Election voting patterns
- Public opinion poll results

Factor Two (Political Activity)

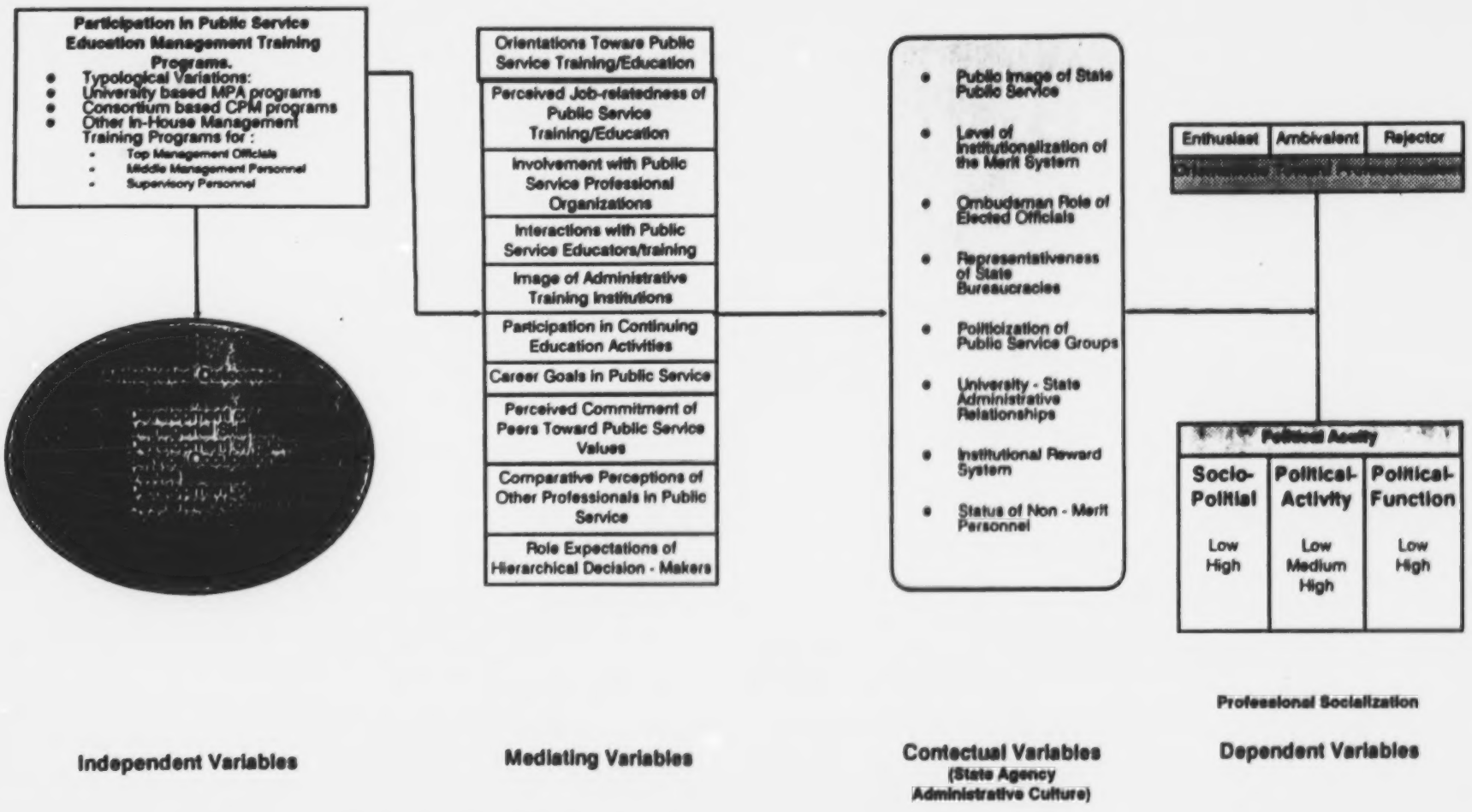
- Legislative candidates and their views
- Executive candidates and their views

Factor Three (Political Function)

- Elected executives and their views
- Legislators and their views

Figure 3

State Administrators' Orientations Toward Public Service Professionalism: Refined Conceptualization of Research



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H-1. Participation in management/training education of the state administrators will not correlate with orientations toward public service professionalism, socio-political, political activity and political function attitudes.

H-2. Quantitative variations of professionalism, socio-political, political activity and political function attitudes will not influence administrators' perception of the saliency of management/training education in public service.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism, socio-political, political activity and political function attitudes.

H-4. Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism, socio-political, political activity and political function attitudes.

Indices were created for the three factors or constructs were created by the following formulae.

SPI = RND((V1A + V1B + V1I + V1J + V1K + V1L)/6) Socio-Political
PAI = RND((V1E + V1F)/2) Political-Activity
PFI = RND((V1C + V1D)/2) Political-Function

Frequency distributions were generated for the three indices are shown in Table 12 below.

Table 12
Frequency Distributions for the Political Factors

Socio -Political Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	71	1.2	1.2	1.2
	2.00	1394	23.3	24.1	25.3
	3.00	3684	61.6	63.7	89.1
	4.00	633	10.6	10.9	100.0
	.	198	3.3	Missing	
	Total	5980	100.0	100.0	

Political Activity Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	213	3.6	3.6	3.6
	2.00	1207	20.2	20.6	24.2
	3.00	2808	47.0	47.9	72.2
	4.00	1631	27.3	27.8	100.0
	.	121	2.0	Missing	
	Total	5980	100.0	100.0	

Political Function Acuity

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	31	.5	.5	.5
	2.00	195	3.3	3.3	3.8
	3.00	1682	28.1	28.4	32.2
	4.00	4010	67.1	67.8	100.0
	.	62	1.0	Missing	
	Total	5980	100.0	100.0	

Unlike the professionalism distribution and the original Political Acuity distribution, two of these factors do not appear to be distributed over an essentially, three level index. As shown in Table 12, the *Socio-Political* and *Political-Function* factors seem to be two level indices. There, it was decided to alter the Socio-Political and Political Functions factors to become dichotomies, the *Political-Activity* to become a three level index. For the Socio-Political index; levels one and two were collapsed to become the first category, while levels three and four were collapsed into the other category. The result of this action is illustrated in Table 13 below.

Table 13 Socio-Political Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low SPA	1.00	1465	24.5	25.3	25.3
High SPA	2.00	4317	72.2	74.7	100.0
	.	198	3.3	Missing	
	Total	5980	100.0	100.0	

For the Political-Function index; levels one, two and three were collapsed into the first category, while level four became the second category. The result of this action is illustrated in Table 14 below.

Table 14
Political-Function Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low PFA	1.00	1420	23.7	24.2	24.2
Medium PFA	2.00	2808	47.0	47.9	72.2
High PFA	3.00	1631	27.3	27.8	100.0
	.	121	2.0	Missing	
	Total	5980	100.0	100.0	

Finally, for the Political-Activity index; levels one and two were collapsed to become level one, level three became level two and level four became level three. The result of this action is illustrated in Table 15 below.

Table 15
Political-Activity Acuity Index

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Low PAA	1.00	1908	31.9	32.2	32.2
High PAA	2.00	4010	67.1	67.8	100.0
	.	62	1.0	Missing	
	Total	5980	100.0	100.0	

The above indices will be used throughout this report as independent measures. When one are all of the political acuity measures are used as the criteria, an adjusted factor score will be used. To eliminate negative values the factor scores have been converted to a distribution with a mean of 50 and a standard deviation of 10.

Test of Independence of Professionalism and Political Acuity Indices

As with the Kentucky study it was felt that the items in questions one and two should be measuring unique latent traits. To determine the likelihood of this condition tests of independence were performed. R^2's were computed for all possible combinations of the professionalism and political acuity measures. The results are displayed in Table 16 below.

Table 16
R^2's for the Professionalism and Political Acuity Measures

	Socio-Political	Political Activity	Political-Function	Professionalism
Socio-Political	1.0000			
Political-Activity	.0048	1.0000		
Political-Function	.0087	.0044	1.0000	
Professionalism	.1756	.0206	.0027	1.0000

The extremely low R^2s indicate that these traits seem to be independent of one another. The Socio-Political and Professionalism measures share more common variance than any of other combinations, and this only represents approximately *18%*. Therefore, it seems safe to assume that for the most part these measures represent independent traits of the professional socialization process.

VI
TESTING OF THE RESEARCH HYPOTHESES

The treatment of the data needed to test the four hypotheses are reported in this section. For all tests of significance the critical alpha value will be *.05. High means approach agreement and importance, and low means approach disagreement and unimportance. In the case of multivariate analysis of variance (MANOVA), only those univariate and stepdown tables needed to explain statistically significant differences will be presented.*

H-1. Participation in management/training education of state administrators will not correlate with orientations toward service professionalism, socio-political, political activity and political function attitudes. To test this hypothesis, a one-way multivariate analysis of variance (**MANOVA**) was performed. The dependent variables were the professionalism and the three political acuity indices. The independent variable was the training variable (*i.e., trained and untrained*). Table 17 below contains the results of the multivariate *F* test.

Table 17
Multivariate Test of Significance Professionalism, Socio-Political, Political-Activity and Political-Function

Multivariate Tests of Significance (S = 1, M = 1 , N = 2822)

Test Name	Value	Exact F	Hypoth.DF	Error DF	Sig. of F
Pillais	.01578	22.62855	4.00	5646.00	.000
Hotellings	.01603	22.62855	4.00	5646.00	.000
Wilks	.98422	22.62855	4.00	5646.00	.000
Roys	.01578				

Note.. F statistics are exact.

Table 17 indicates that a statistically significant difference does exist between managers that have received training (*i.e., academic and training*) and those that have not had any management training. In order to determine where the differences exist, univariate and stepdown F test were performed. Table 18 below contains the results from these tests.

Table 18
Univariate and Stepdown Tests of Significance for Professionalism, Socio-Political, Political-Activity and Political-Function

	Hpoth.SS	Error SS	Hypoth. MS	ErrorMS	F	Sig. of F
Prof	5868.91293	458163.495	5868.91293	81.10524	72.36170	.000
Pol-At	137.07440	535137.498	137.07440	94.73137	1.44698	.229
Soc-Pl	3092.94476	399550.080	3092.94476	70.72935	43.72930	.000
Pol-Fc	92.46763	415884.525	92.46763	73.62091	1.25600	.262

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Prof	5868.91293	81.10524	72.36170	1	5649	.000
Pol-At	560.35484	92.71943	6.04355	1	5648	.014
Soc-Pl	679.01626	58.65148	11.57714	1	5647	.001
Pol-Fc	24.09044	72.79117	.33095	1	5646	.565

As can be seen in Table 18, the univariate test indicates that the statistical differences (*at alpha .05*) do exist between the trained and untrained managers on the Professionalism and Socio- Political measures. In order to determine if any of the relationships exist among the dependent measures, all possible orders of the dependent measures were tested. The stepdown table that seems to be present the most parsimonious results is also presented in Table 18. As can be seen, eventhough the Political- Activity was not found to be statistically significant by the univariate *F* test, when the influence of the Professionalism measure was partialled out this measure became significant. Consequently, it seems that changes in the Professionalism measure is causing opposite sympathetic changes in the Political- Activity measure. This condition probably means that as an individual's realization of the need for professional training increases, one feels it less important to maintain an interest in political activity going on outside of government *(see Table 19 below)*.

Table 19
Cell Means and Standard Deviations

Variable Socio-Political Index

	Mean	Std. Dev.	N
Untrained	49.249	8.380	2813
Trained	50.729	8.440	2838
For entire sample	49.992	8.442	5651

Variable Political-Activity Index

	Mean	Std. Dev.	N
Untrained	50.152	9.819	2813
Trained	49.840	9.647	2838
For entire sample	49.995	9.733	5651

Variable Political-Function Index

	Mean	Std. Dev.	N
Untrained	49.882	8.675	2813
Trained	50.138	8.485	2838
For entire sample	50.010	8.580	5651

Variable Professionalism Index

	Mean	Std. Dev.	N
Untrained	48.991	9.011	2813
Trained	51.029	9.001	2838
For entire sample	50.014	9.063	5651

Therefore, null hypothesis one can be rejected for the Professionalism and Socio-Political measures but not for the Political-Activity and Political-Function measures. However, a relationship does seem to exist between Professionalism and Political-Activity that is not affected by training.

H-2. Quantitative variations of professionalism, socio-political, political-activity and political-function will not influence administrators' perception of the saliency of management/training education in public service. Question four shown below lists a number of specific objectives of public service education/training.

4. Currently management training programs for public managers typically include a number of specific objectives. Listed below are some of these objective. In your opinion, please indicate how relevant these objectives are to the work of public managers (Please circle the appropriate number)

	Highly Relevant			Not Relevant
a. To enhance awareness of self and others	4	3	2	1
b. To examine the use of managerial time	4	3	2	1
c. To increase insight into managerial behavior and its effect on others	4	3	2	1
d. To identify the need for employee and organization development	4	3	2	1
e. To increase understanding of leadership styles	4	3	2	1
f. To examine communication concepts relative to leadership effectiveness	4	3	2	1
g. To understand when group decision making/consensus is appropriate	4	3	2	1
h. To understand the need to identify criteria for establishment of goals	4	3	2	1
i. To understand the need for objectives	4	3	2	1
j. To develop ethical standards related to management practices	4	3	2	1
k. To understand factors that contribute to a climate for self motivation	4	3	2	1
l. To develop approaches to integrating career and life strategies	4	3	2	1

In order to reduce the data the items in this question were factor analyzed and it was discovered that they were measuring two traits of the underlying structure. Table 20 below contains the varimax rotated factor matrix.

Table 20
Varimax Rotated Factor Matrix for Question Four

	FACTOR 1	FACTOR 2
V4C	.65609	
V4E	.64844	
V4F	.58591	
V4D	.58335	
V4A	.57560	
V4K	.54306	
V4L	.54019	
V4G	.47788	
V4B	.47546	
V4H		.84731
V4I		.80454

On examination it was felt that factor one (1) was measuring attitudes toward the relevance of training for organizational and people skills, while factor two (2) measured attitudes toward the relevance of training in goal and objective setting. Therefore, factor one was named organization training and factor two was named objective training. As with the professionalism and acuity measures the factor scores were converted to a distribution with a mean of 50 and a standard deviation of 10. These two measures are used as the dependent variables for this hypothesis, while the Professionalism and Political indices are used as the independent or reference variables. One-way MANOVAs were executed as the design tests.

Table 21 below contains the results for the Professionalism Index.

Table 21
MANOVA for Organization Training and Object Training by Professionalism

EFFECT .. Professionalism

Multivariate Tests of Significance (S = 2, M = -1/2, N = 2836 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.15779	243.08445	4.00	11352.00	.000
Hotellings	.18735	265.75946	4.00	11348.00	.000
Wilks	.84221	254.40301	4.00	11350.00	.000
Roys	.15779				

Note.. F statistic for WILK'S Lambda is exact.

Univariate F-tests with (2,5676) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	56596.2214	390253.501	28298.1107	68.75502	411.57882	.000
Obj	22433.3714	440530.874	11216.6857	77.61291	144.52088	.000

As can be seen in the above table, statistical differences were found for both criteria *(i.e., Organization and Objective measures)*. The dependent variables were rotated and stepdown *F* tests were performed. However, no relation between the two was found. In order to determine the magnitude and direction of these differences Scheffe Multiple Range tests were performed. Table 22 contains these results.

Table 22
Scheffe Multiple Tests for Organization and Objective by Professionalism

Organization
By Professionalism Index

```
                          G G G     Grp1=Rejector
                          r r r     Grp2=Ambivalent
                          p p p     Grp3=Enthusiast

    Mean       Group      1 2 3

  44.5801      Grp 1
  49.5249      Grp 2      *
  54.3700      Grp 3      * *
```

Objective
By Professionalism Index

```
                          G G G
                          r r r
                          p p p

    Mean       Group      1 2 3

  46.5476      Grp 1
  49.7117      Grp 2      *
  52.7230      Grp 3      * *
```

As shown above all of the groups differed significantly from one another on both criteria. In each case the higher the level of the Professional Index, the greater the need for organizational and objective/goal setting training was reported.

Table 23 below contains the results for the Socio-Political Acuity Index.

Table 23
MANOVA for Organization and Objective Training by Socio-Political Acuity Index

EFFECT .. Socio-Political

```
Multivariate Tests of Significance (S = 1, M = 0, N = 2771 )

 Test Name          Value    Exact F Hypoth. DF   Error DF  Sig. of F
 Pillais          .09291  283.92938       2.00    5544.00       .000
 Hotellings       .10243  283.92938       2.00    5544.00       .000
 Wilks            .90709  283.92938       2.00    5544.00       .000
 Roys             .09291
 Note.. F statistics are exact.
```

EFFECT .. Socio-Political

```
  Univariate F-tests with (1,5545) D. F.
Var Hypoth. SS  Error SS  Hypoth. MS   Error MS      F        Sig. of F
Org 34722.8281 403856.692 34722.8281   72.83259  476.74852       .000
Obj 10424.2131 443464.329 10424.2131   79.97553  130.34253       .000
```

As can be seen above, the results for Socio-Political Acuity are the same as for the Professionalism Index. To determine the direction and magnitude of the observed differences, means and standard deviations were generated for both criteria (see Table 24 below). The high Socio-Political Acuity group were found reporting significantly greater positive attitudes toward the appropriateness of organization and objective training.

Table 24
Cell Means and Standard Deviations

Organization by Socio-Political Acuity Index

CODE	Mean	Std. Dev.	N
LOW	45.660	9.288	1401
HIGH	51.418	8.264	4146
For entire sample	49.964	8.893	5547

Objective by Socio-Political Acuity Index

CODE	Mean	Std. Dev.	N
LOW	47.629	9.857	1401
HIGH	50.784	8.612	4146
For entire sample	49.987	9.047	5547

The Political-Activity reference was the next test peformed. Table 25 contains the results of the MANOVA.

Table 25
MANOVA of Organization and Objective Training by Political-Activity

Multivariate Tests of Significance (S = 2, M = -1/2, N = 2803 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.06652	96.50503	4.00	11220.00	.000
Hotellings	.07126	99.90792	4.00	11216.00	.000
Wilks	.93348	98.20627	4.00	11218.00	.000
Roys	.06652				

Note.. F statistic for WILK'S Lambda is exact.

Univariate F-tests with (2,5610) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Org	25105.9520	417659.454	12552.9760	74.44910	168.61152	.000
O	7402.29564	449038.809	3701.14782	80.04257	46.23974	.000

As can be seen above, the results for Political-Activity are the same as for the Professionalism and Socio-Political Acuity Indices. To determine the direction and magnitude of the observed differences, Scheffe multiple range tests were performed for both criteria (see Table 26 below).

Table 26
Scheffe Multiple Range Tests for Organization and Objective Training by Political-Activity

-Variable Organization

```
                          G G G    Grp1=Low
                          r r r    Grp2=Medium
                          p p p    Grp3=High

     Mean       Group     1 2 3

   47.0722      Grp 1
   49.8327      Grp 2     *
   52.9188      Grp 3     * *
```

Variable Objective

```
                          G G G
                          r r r
                          p p p

     Mean       Group     1 2 3

   48.4225      Grp 1
   49.9205      Grp 2     *
   51.5971      Grp 3     * *
```

As shown above, all of the groups differed significantly from one another on both criteria. In each case the higher the level of the Political-Activity Acuity Index the greater the need for organizational and objective/goal setting training was reported.

The last reference to be tested is the Political-Function Acuity Index. Table 27 contains the results of the MANOVA.

Table 27
MANOVA Organization and Objective Training by Political- Function

EFFECT .. Political-Function

```
Multivariate Tests of Significance (S = 1, M = 0, N = 2831 )
Test Name          Value     Exact F Hypoth. DF   Error DF  Sig. of F
Pillais          .02733    79.56431       2.00    5664.00       .000
Hotellings       .02809    79.56431       2.00    5664.00       .000
Wilks            .97267    79.56431       2.00    5664.00       .000
Roys             .02733
Note.. F statistics are exact.

Univariate F-tests with (1,5665) D. F.

Var Hypoth. SS  Error SS Hypoth. MS    Error MS      F         Sig. of F
Org 9200.58983 437934.570 9200.58983   77.30531  119.01628       .000
Obj 4528.69704 457308.279 4528.69704   80.72520   56.10016       .000
```

Once again, as can be seen above, the outcome of these tests echoed the outcomes for

the first three reference variables (*i.e., Professionalism, Socio-Political and Political-Activity).* The means and standard deviations shown in Table 28 below show the High Political-Function Acuity group placing greater importance on the need and appropriateness for organization and objective training.

Table 28
Cell Means and Standard Deviations

Variable .. Organization

CODE	Mean	Std. Dev.	N
LOW	48.146	8.911	1834
HIGH	50.870	8.735	3833
For entire sample	49.988	8.883	5667

Variable .. Objective

CODE	Mean	Std. Dev.	N
LOW	48.704	9.257	1834
HIGH	50.615	8.852	3833
For entire sample	49.996	9.028	5667

Because of the statistical significance found for the four design tests above, hypothesis two (2) is rejected.

H-3. Variations in the delivery systems for training/education for state administrators will not influence public service professionalism, Socio-Political, Political-Activity and Political-Function attitudes. As for the first hypothesis, Professionalism and the three Political acuities are used as the dependent variables for this hypothesis. The type of training/education represents the reference or independent variable. Table 29 below contains the results for the MANOVA executed for this hypothesis.

Table 29
MANOVA Results for Professionalism, Socio-Political, Political-Activity and Political-Function

EFFECT .. Training/Education Type

Multivariate Tests of Significance (S = 3, M = 0, N = 1414 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.02945	7.02233	12.00	8499.00	.000
Hotellings	.03017	7.11344	12.00	8489.00	.000
Wilks	.97063	7.07193	12.00	7490.41	.000
Roys	.02623				

Univariate F-tests with (3,2834) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Pol-At	3248.92765	260751.212	1082.97588	92.00819	11.77043	.000
Pol-Fc	510.75655	203752.322	170.25218	71.89567	2.36805	.069
Pro	3438.32015	226410.041	1146.10672	79.89063	14.34595	.000
Soc-Pl	24.80469	202044.088	8.26823	71.29290	.11598	.951

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Pol-At	1082.97588	92.00819	11.77043	3	2834	.000
Pol-Fc	196.52752	71.79251	2.73744	3	2833	.042
Prof	915.21821	78.24360	11.69704	3	2832	.000
Soc-Pl	119.28260	57.01909	2.09198	3	2831	.099

The significance tests results shown above indicate significance differences for the Political-Activity and Professionalism criteria. A phenomenon similar to which occurred for hypothesis one (1) was discovered during the stepdown tests. That is, a measure not found to be significant on the ANOVA (*i.e., Political-Function Acuity*) became significant when the common variance shared with the Political-Activity Acuity measure was partialled out. As before, there seems to be a negative relation existing between the Political-Activity and Political-Function measures. As one increases in strength the other tends to diminish. To determine the magnitude and direction of the two differences noted on the ANOVAs, Scheffe multiple range tests shown in Table 30 were calculated.

Table 30
Scheffe Multiple Range Tests for Political-Activity and Professionalism by Nature of Training

Political-Activity

Mean	Group	MPA AND/OTHER RE	BACHELOR	CPM
49.0247	MPA AND/			
49.9572	OTHER RE			
50.3432	BACHELOR			
52.5366	CPM	*	*	*

PROFESSIONALISM

Mean	Group	OTHER RE	MPA AND/	BACHELOR	CPM
50.4137	OTHER RE				
50.6879	MPA AND/				
51.2914	BACHELOR				
54.1764	CPM	*	*	*	

As can be seen in Table 30, The CPM group reports significantly stronger measures of Professionalism and Political-Activity Acuity than do their academically educated counterparts. This is an unexpected outcome not explainable given the present data. Because of the test results, the null hypothesis three (3) is rejected for the political-Activity and Professionalism measures.

H-4 Typologies of state administrative cultures, ethnicity and gender are not significant mediating variables influencing public service professionalism, socio-political, political-activity and political-function attitudes. Dependent measures to be tested for this hypothesis are once again the Professionalism and Politicy Acuity measures. The three independent variables are Elazar's Typologies, ethnicity and gender.

Elazar (*1984*) proposed eight different types of political culture and has classified the 50 states to fall in one of these eight different dominant political cultures. Table 31 shows the contour of political culture in the United States as proposed by Elazar.

Table 31
Classification of American States by Political Culture

Political Culture	States Included
Moralistic	Oregon, Utah, Colorado North Dakota, Minnesota Wisconsin, Michigan Vermont, Maine
Moralistic- Individualistic	Washington, Idaho Montana, South Dakota Iowa, New Hampshire California, Kansas
Individualistic- Moralistic	New York, Wyoming Nebraska, Massachusetts Rhode Island, Conneticut
Individualistic	Nevada, Illinois Indiana, Ohio Pennsylvania, New Jersey Delaware, Maryland Alaska
Individualistic- Traditionalistic	Hawaii, Missouri
Traditionalistic- Individualistic	Kentucky, West Virginia Florida, New Mexico Texas, Oklahoma

Table ontinued on Next Page

Traditionalistic	Alabama, Arkansas Georgia, Louisiana South Carolina, Tennessee Mississippi, Virginia
Traditionalistic-Moralistic	Arizona, North Carolina

As with the previous hypotheses, one-way MANOVAs will be used as the design tests. Table 32 below contains the results of the MANOVA for Typology.

Table 32
MANOVA Professional, Socio-Political, Political- Function by Elazar's Typologies

EFFECT - Elazar's Typologies

Multivariate Tests of Significance (S = 4, M = 1 , N = 2776 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.03324	6.65327	28.00	22232.00	.000
Hotellings	.03382	6.70690	28.00	22214.00	.000
Wilks	.96703	6.68266	28.00	20030.26	.000
Roys	.02238				

Univariate F-tests with (7,5558) D. F.

Vari	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-Pl	2595.49526	391208.230	370.78504	70.38651	5.26784	.000
Pol-At	7964.19209	519268.656	1137.74173	93.42725	12.17784	.000
Pol-Fc	2134.98749	404288.945	304.99821	72.74000	4.19299	.000
Prof	4017.43023	450282.063	573.91860	81.01512	7.08409	.000

As can be seen above, statistical significance was found to exist for all of the criteria. The stepdown procedure did not detect any relationships between the dependent measures. Because of the multiple levels of the typology, it was necessary to perform multiple range tests. As before, the Scheffe procedure was used and the results are displayed in Table 33 below.

Table 33
Scheffe Multiple Range Tests for Professionalism, Socio-Political, Political-Activity and Political-Function by Elazar's Typologies

Socio-Political
By Political Cultures

Mean	Group	G r p 8	G r p 2	G r p 4	G r p 6	G r p 1	G r p 3	G r p 7	G r p 5
48.6005	Grp 8								
49.0008	Grp 2								
49.5620	Grp 4								
49.9574	Grp 6								
50.1509	Grp 1								
50.5942	Grp 3								
50.7192	Grp 7	*	*						
50.8500	Grp 5	-							

Grp1=Moralist
Grp2=Moralist-Ind.
Grp3=Individualist-Mor
Grp4=Individualist
Grp5=Individualist-Trd
Grp6=Traditionalist-Ind
Grp7=Traditionalist
Grp8=Traditionalist-Mor

Table Continued on Next Page

Political-Activity
By Political Cultures

Mean	Group	Grp 3	Grp 4	Grp 5	Grp 1	Grp 2	Grp 6	Grp 8	Grp 7
48.3407	Grp 3								
49.3190	Grp 4								
49.3795	Grp 5								
49.4672	Grp 1								
49.5280	Grp 2								
50.4684	Grp 6	*							
51.7193	Grp 8	*	*						
52.2251	Grp 7	*	*	*	*	*			

Political-Function
By Political Cultures

Mean	Group	Grp 7	Grp 4	Grp 3	Grp 6	Grp 8	Grp 1	Grp 2	Grp 5
48.9625	Grp 7								
49.6053	Grp 4								
49.9346	Grp 3								
50.3158	Grp 6								
50.3238	Grp 8								
50.5039	Grp 1								
50.5834	Grp 2	*							
51.5053	Grp 5	*							

Professionalism
By Political Cultures

Mean	Group	Grp 2	Grp 4	Grp 1	Grp 3	Grp 6	Grp 5	Grp 8	Grp 7
48.8948	Grp 2								
49.4372	Grp 4								
49.5024	Grp 1								
49.6230	Grp 3								
50.0640	Grp 6								
50.3498	Grp 5								
50.5010	Grp 8								
51.5784	Grp 7	*	*	*	*				

The multiple range test for the Socio-Political Acuity measure indicated that significant differences exist between the Traditionalistic states *(i.e., Alabama, Arkansas, Georgia, Louisiana, Mississippi, South Carolina, Tennessee and Virginia)* and the Traditionalistic-Moralistic states *(i.e., Arizona, North Carolina) and the Moralistic-Individualistic states (i.e., Washington, Idaho, Montana, South Dakota, Iowa, New Hampshire, California, Kansas)*. As can be seen above, the mean for the Traditionalistic group mean was greater than the means for the Traditionalistic-Moralistic and Moralistic-Individualistic groups. This indicates that public administrators in the Traditionalistic group feel more important to keep current on matters concerning social and political environment of their state and nation. The Individualistic-Traditionalistic states (*i.e.*,

Hawaii, Missouri) had the greatest mean value of any group for this measure, however, statistical significance was not found. This was probably due to unequal standard deviations.

The multiple range test for the Political-Activity Acuity measure indicated that significant differences exist between the Traditionalistic-Individualistic states (*i.e., Kentucky, West Virginia, Florida, New Mexico, Texas, Oklahoma*) and the Individualistic-Moralistic states (*i.e., New York, Wyoming, Nebraska, Massachusetts, Rhode Island, Conneticut*); between the Traditionalistic-Moralistic states (*i.e., Arizona, North Carolina*), and the Individualistic-Moralistic and Individualistic states (*i.e., Nevada, Illinois, Indiana, Ohio, Pennsylvania, New Jersey, Delaware, Maryland, Alaska*); between the Traditionalistic states, and the other groups with the exception of the Traditionalistic and Traditionalistic-Moralistic states. the mean values for the Traditionalistic-Individualistic, Traditionalistic-Moralistic and Traditionalistic groups indicate that these states report a greater awareness of political behavior outside government than do their administrator counterparts in the states they differ from.

The multiple range test for the Political-Function Acuity measure indicated that significant differences exist between the Traditionalistic states, the Moralistic-Individualistic and Individualistic-Traditionalistic groups. The mean values indicate that administrators in the Traditionalistic states do not place as much importance on being current of the activities of elected officials (*i.e., both executive and legislative*). This seems to be true even for those groups they do not differ from statistically.

The multiple range test for the Professionalism measure indicated that significant differences exist between the Traditionalistic states, and the Moralistic-Individualistic, Individualistic, Moralistic and Individualistic-Moralistic states. Administrators in the Traditionalistic group report a higher commitment toward the need for training/education than do those states they differ from.

Overall, the Traditionalistic group reported stronger attitudes toward the Socio-Political, Political-Activity and Professionalism traits; and a weaker attitude toward the Political-Function trait than do their administrator counterparts. It should be pointed out that the states that compose the Traditionalistic group, all are located in the U.S. southeast. This area has probably remained more steadfast toward the notion of running one's own affairs, thus possibly explaining what seems to be the uniqueness of the consistent differences between them and the groups they differ from.

Table 34 below contains the MANOVA results for ethnicity.

Table 34
MANOVA for Socio-Political, Political-Activity, Political-Function and Professionalism by Ethnicity

Multivariate Tests of Significance (S = 4, M = -1/2, N = 2745 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.05145	17.90319	16.00	21984.00	.000
Hotellings	.05393	18.50913	16.00	21966.00	.000
Wilks	.94869	18.23914	16.00	16782.03	.000
Roys	.04852				

Univariate F-tests with (4,5496) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-Pl	17747.7445	370986.971	4436.93613	67.50127	65.73115	.000
Prof	5163.48523	441865.609	1290.87131	80.39767	16.05608	.000
Pol-Fc	603.01529	395792.469	150.75382	72.01464	2.09338	.079
Pol-At	2042.94163	518948.935	510.73541	94.42302	5.40901	.000

As shown above, statistical differences were found to exist for the Socio-Political, Professionalism and Political-Activity measures because of ethnicity. To understand the direction and magnitude of the observed differences Scheffe multiple range tests were produced. Table 35 below contains the range test results.

Table 35
Scheffe Multiple Range Tests for Socio-Political, Professionalism and Political-Activity by Ethnicity

Socio-Political
By Ethnicity

Mean	Group	NATIVE A	WHITE	ASIAN OR	HISPANIC	AFRICAN-AMERICAN
47.4996	NATIVE A					
49.4652	WHITE					
51.6226	ASIAN OR		*			
54.1922	HISPANIC	*	*			
57.0047	AFRICAN-	*	*	*	*	

Table Continued on Next Page

- **Political-Activity By Ethnicity**

Mean	Group	A S I A N O R	W H I T E	N A T I V E A	H I S P A N I C	A F R I C A N -
48.5881	ASIAN OR					
49.8766	WHITE					
50.0119	NATIVE A					
50.3903	HISPANIC					
52.4904	AFRICAN-	*	*			

- **Professionalism By Ethnicity**

Mean	Group	W H I T E	N A T I V E	A S I A N O R	H I S P A N I C	A F R I C A N -
49.7279	WHITE					
50.1686	NATIVE A					
50.4689	ASIAN OR					
52.0652	HISPANIC	*				
53.7006	AFRICAN-	*		*		

As can be seen in Table 35, African-Americans have the greatest means for all three statistically significant criteria *(i.e., Socio-Political, Political-Activity and Professionalism)*. African-Americans also differ significantly from Whites and Asian or Pacific Islanders on the three criteria; and differ from Native Americans and Hispanics on the Socio-Political. It was also found that Asian or Pacific Islanders (mean = 51.6226) differ from Whites (*mean = 49.4652*) on the Socio-Political measure. Hispanics (*mean = 54.1922*) differ from Native Americans (*mean = 47.4996*) and Whites (*mean = 49.4652*) on the Socio-Political measure. A difference was also noted between Hispanics (*mean = 52.0652*) and Whites (*mean = 49.7279*) on the Professionalism measure. Overall, it seem that all of the minority ethnic groups place greater importance toward becoming more professional, and more politically acute. The reason might possibly be feeling outside the colloquial "loop".

The MANOVA results to test for possible gender differences on the criteria are shown in Table 36 below.

Table 36
MANOVA Socio-Political, Political-Activity, Political- Function and Professionalism

Multivariate Tests of Significance (S = 1, M = 1 , N = 2772)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillais	.04372	63.38802	4.00	5546.00	.000
Hotellings	.04572	63.38802	4.00	5546.00	.000
Wilks	.95628	63.38802	4.00	5546.00	.000
Roys	.04372				

Note.. F statistics are exact.

EFFECT .. Gender

Univariate F-tests with (1,5549) D. F.

Var	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
Soc-Pl	7968.97076	385126.671	7968.97076	69.40470	114.81889	.000
Prof	1090.03062	454811.276	1090.03062	81.96275	13.29910	.000
Pol-At	13309.56845	12703.512	13309.56840	92.39566	144.04972	.000
Pol-Fc	41.47053	407811.238	41.47053	73.49274	.56428	.453

Roy-Bargman Stepdown F - tests

Var	Hypoth. MS	Error MS	StepDown F	Hypoth. DF	Error DF	Sig. of F
Soc-Pl	7968.97076	69.40470	114.81889	1	5549	.000
Prof	50.36387	67.91051	.74162	1	5548	.389
Pol-At	12198.69010	90.72180	134.46262	1	5547	.000
Pol-Fc	55.60319	72.66592	.76519	1	5546	.382

As shown above, statistically significant differences were found to exist because of gender for the Socio-Political, Professionalism and Political-Activity criteria. Further, the stepdown F tests indicate that a significant relationship seems to exist between the Socio-Political and Professionalism measures. As can be seen in the stepdown table, when the mutual variance is partialled out, the Professionalism measure is significant. Since the converse is not true *(i.e., Professionalism appearing first)*, suggests that becoming politically acute causes a differing affect on attitudes of either males or females. The present data will not allow the determination of which gender this impacts.

To learn the direction and magnitude of the statistical differences, means and standard deviations were generated for the significant criteria and are shown in Table 37 below.

Table 37
Means and Standards Deviations for Socio-Political, Professionalism and Political-Activity by Gender

Variable .. Socio-Political

CODE	Mean	Std. Dev.	N
MALE	49.170	8.397	3885
FEMALE	51.785	8.176	1666
For entire sample	49.955	8.416	5551

Table Continued on Next Page

Variable .. Professionalism

CODE	Mean	Std. Dev.	N
MALE	49.667	8.969	3885
FEMALE	50.634	9.247	1666
For entire sample	49.957	9.063	5551

Variable .. Political-Activity

CODE	Mean	Std. Dev.	N
MALE	48.945	9.740	3885
FEMALE	52.323	9.308	1666
For entire sample	49.959	9.735	5551

The means in Table 37 above indicate that females administrators report stronger attitudes toward the three criteria than do their male counterparts. The greatest difference occurring on the Political-Activity measure.

Because of the statistical differences noted above, hypothesis four (4) is rejected. Administrative cultures, ethnicity and gender are shown by these data to strongly impact attitudes toward Professionalism and the three Political Acuity measures.

It might seem that the number of statistical differences found for all four of the hypotheses is unusually large, and is probably the result of the large sample being analyzed. This condition is probably true, however by submitting the measures to treatment by analysis of variance – it is felt that some relationships have been uncovered that might have gone unnoticed if only means and standard deviations along with other descriptives had been used. Nevertheless, these analyses have produced evidence that tends to support the refined professional socialization model being tested. More will be said about this in the next and concluding section.

VII
Findings and Conclusions

This study was based upon a conceptual model of professional socialization (see Figure 2) of state public administrators. Mailing lists were obtained and/or created from various sources for the fifty states and the Commonwealth of Puerto Rico. Administrators that had completed certified public manager (CPM) programs and academic programs (*e.g., MPA*) were identified by several states and universities.

A self reporting mail questionnaire was constructed and used to collect these data. Nearly 20,000 administrators were mailed questionnaires and nearly 6,000 usable questionnaires were returned for a *35.4%* return rate. These data (*see codebook Appendix II*) were used to test the four null hypotheses.

Findings

Structural Analysis. As aforementioned, the study was designed according to the parameters described by the conceptual model. Primarily, the structural analysis was concerned with determining if these data supported the two dependent conceptual variables *(i.e., Professionalism and Political Acuity)*.

These data supported the Professionalism trait. That is, responses to the items used to measure this trait supported its existence. A maximum likelihood factor analysis of these items produced a one factor matrix as expected. Two products were created from the factor analysis as shown below.

- **Professionalism Factor Scores**
- **A Professionalism Reference Index**

The factor scores were used as a dependent measure, for three of the four hypotheses, while the index was used as a reference variable for one hypothesis.

The items designed to measure the Political Acuity trait produced an unexpected result when factor analyzed. Instead of a single factor being produced as expected – three (3) factors were found to exist, and each made sense. As a result, the conceptual model *(see Figure 3)* and the null hypotheses were altered to reflect this finding. The three new political acuity constructs were assigned the following appropriate names.

- **Socio-Political**
- **Political-Activity**
- **Political-Function**

The Socio-Political construct appears to be measuring the importance that state public administrators place on knowing about the current social climate as impacted by the political circumstance; the Political-Activity construct appears to be measuring

interest toward the conduct of political candidates; while, the Political-Function construct seems to be measuring interest shown toward the manners of elected officials. *A postori*, this finding was viewed as important for future study. As with Professionalism, factor scores and indices were constructed to be used in the various design analyses.

Question four (4) on the questionnaire was design to collect opinions of how relevant a number of training/education topics commonly found as part of management programs were to the professional socialization of state public administrators.

An initial design test (*i.e., MANOVA*) using these items produced results that seemed to indicate that all were measuring the same trait. Though not part of the original design, knowledge of this condition appeared to warrant some structural analysis. A maximum likelihood factor analysis was made of these items and two traits were found to exist. One seemed to be measuring the relevance of developing organization and/or people skills, while the second trait seemed to measuring the relevance of developing objective/goal setting skills. Consequently, factor scores were produced for the two traits and were used as dependent variables in the appropriate design analyses.

Design Analyses. Overall, it can be stated that these data supported the conceptual model. Analysis of variance routines were used as the design tests, eventhough the sample was very large. Statistics of this sophistication are generally not needed when dealing with large samples; however, information gained by analyzing the multivariate space did produce some information that probably would not have been manifest if only means, standard deviations and non-metric statistics had been used as the design tests.

While it was discovered that training and/or education does impact the measures of Professionalism and Socio-Political Acuity in a positive manner, when the training category was further broken down as to type, additional and interesting information was generated. For whatever reason those respondents identified as certified public managers generally reported stronger positive attitudes toward the Professionalism and the three Political Acuity measures. It is imaged that as the strength of the attitudes shown toward these criteria increases, so does the degree of professional socialization. And somehow this increase has occurred because of the experience of becoming a certified public manager.

If these observed differences are the result of the CPM experience, then it might behoove university based MPA programs to become acquainted with what brings about this success. The present data is not capable of this determination. Before it can be determined whether these differences exist because of the CPM experience or because of other mediating variables, it probably would not be wise to significantly alter present MPA curriculum.

A number of differences were noted as the result of the administrative culture as defined by Elazar. However, one group of states (*i.e., the Traditionalistics*) were found to generally vary from the other eight groups to a greater degree. They usually reported more positive attitudes toward Professionalism, Socio-Political and Political-Activity than did their counterparts in the other administrative culture typologies. Of course these differences probably exist regardless of any training and/or academic influences—however, knowledge of the antecedents might be important for training directors and academic deans to understand.

Moreover, minority and female administrators generally reported attitudes that imply a greater degree of socialization than reported by their majority and male counterparts.

Professionalism and the three Political Acuity indices were used as independent variables to test their affect toward the relevance of organizational and objective/goal setting skill development. No surprises were found, that is as the index level of each of the four indices increased, a corresponding increase was noted for both skill areas.

Conclusions

The preliminary findings reported here, seem to support the conceptual model, and in one instance provided information for refinement (*i.e., Political Acuity*) of the model. Thus, given these results, the researchers feel that the present conceptual model can be used with confidence as an important tool for the design of future research, and for the design of diagnostics for the evaluation of administrator behavior, as well as training and education efforts.

Lastly, the results suggest that further research is needed to better understand the positive influences believed to exist for CPM training; why minority and female respondents generally reported greater levels of professional socialization; and furthermore why the same is true for the traditionalistic states.

As declared earlier, only part of the total data collected was analyzed and reported here. Analyses will continue until these data are exhausted.

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Appendix I
Questionnaires

Kentucky State University

Research Center for Public and International Policy

PUBLIC MANAGER QUESTIONNAIRE

Dear Public Manager:

Here's hoping that the THIRD TIME is charm. You may recall that on two previous occasions I mailed you a survey questionnaire in connection with a National Science Foundation sponsored project. It may be remembered that this survey focuses on training and education of public employees. Specifically, it asked about types of training and education experience and their results.

To date I have received over four thousand responses from public managers in the fifty states and Puerto Rico. According to our records we are unfortunate in not having heard from you. Your response to this survey is vital, and will contribute to the knowledge that this project aims to generate.

If you have any questions about the project, please call Dr. Jack Rose at (502) 227-6500.

I thank you for your cooperation.

Sincerely,

Dr. Cassie Osborne, Jr., Director
Research Center for Public
and International Policy

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SECTION I: General Management Knowledge and Skills

1. As a state public administrator, how important do you believe it is to keep currently informed of the following? (*Please circle appropriate number*)

	Very Important		Not Important	
a. Election voting patterns	4	3	2	1
b. Public opinion poll results	4	3	2	1
c. Legislators and their views	4	3	2	1
d. Elected executives and their views	4	3	2	1
e. Legislative candidates and their views	4	3	2	1
f. Executive candidates and their views	4	3	2	1
g. Specific policy issues e.g., educational, economic development,environmental	4	3	2	1
h. Federal government grant programs	4	3	2	1
i. Foreign affairs involving the U.S.	4	3	2	1
j. Public sector labor relations	4	3	2	1
k. Minority groups and their views on policy issues	4	3	2	1
l. General developments in the profession of public administration	4	3	2	1

2. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements. (*Please circle appropriate number*)

	Strongly Agree		Strongly Disagree	
a. Public managers, regardless of their other educational background, need training and education in public administration	4	3	2	1
b. Public managers should be familiar with the current developments in public administration	4	3	2	1

Question 2 continued on the next page

	Strongly Agree			Strongly Disagree
c. Public managers should belong to one or more professional organizations that are concerned with public administration	4	3	2	1

3. The following lists some skills topics that relate to workshops frequently offered as part of management workshops. Please indicate the extent you feel training in these areas would contribute to your growth as a public manager. (*Please circle appropriate number*)

	Great Extent			Little Extent
a. Assertiveness	4	3	2	1
b. Team Building	4	3	2	1
c. Business English	4	3	2	1
d. Stress Management	4	3	2	1
e. Presentation Skills	4	3	2	1
f. Professional Image	4	3	2	1
g. Writing Reports and Proposals	4	3	2	1
h. Reading Effectiveness	4	3	2	1
i. Writing Better Letters and Memos	4	3	2	1
j. Negotiation Techniques	4	3	2	1
k. Labor Relation Strategies	4	3	2	1

4. Currently management training programs for public managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant these objectives are to the work of public managers. (*Please circle appropriate number*)

	Highly Relevant			Not Relevant
a. To enhance awareness of self and others	4	3	2	1
b. To examine the use of managerial time	4	3	2	1
c. To increase insight into managerial behavior and its effect on others	4	3	2	1
d. To identify the need for employee and organization development	4	3	2	1
e. To increase understanding of leadership styles	4	3	2	1
f. To examine communication concepts relative to leadership effectiveness	4	3	2	1
g. To understand when group decision making/consensus is appropriate	4	3	2	1
h. To understand the need to identify criteria for establishment of goals	4	3	2	1
i. To understand the need for objectives	4	3	2	1
j. To develop ethical standards related to management practices	4	3	2	1
k. To understand factors that contribute to a climate for self motivation	4	3	2	1
l. To develop approaches to integrating career and life strategies	4	3	2	1
m. Other Objectives_____	4	3	2	1

	Always			Never
5. Does your supervisor actively encourage management training/education for employees?	4	3	2	1

	All of Them			None of Them
6. Do people you work with actively pursue management training/education?	4	3	2	1

7. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of them. (*Please circle appropriate number*)

	Strongly Agree			Strongly Disagree
a. Government agencies should provide high quality services to their clients.	4	3	2	1
b. Clients of government agencies are not satisfied with the services provided.	4	3	2	1
c. Government agencies should provide equal treatment to minorities and women.	4	3	2	1
d. Political pull is important in whether a government agency will help a private citizen with the services provided.	4	3	2	1
e. Democratic principles cannot be applied in dealing with employees of government agencies.	4	3	2	1
f. Government agency officials should care about public opinion concerning their agencies.	4	3	2	1
g. Citizens are not knowledgeable about the complexity of decision making in government agencies.	4	3	2	1
h. Government agency officials should be responsive to the requests of state ??? about problems of their constituents.	4	3	2	1
i. The merit system in public service is outweighed by political pull in influencing merit appointments.	4	3	2	1

SECTION II: Professional Activities

8. How many professional associations/societies related to your job do you belong to? ___

9. How many professional journals/ publications do you regularly read/ subscribe to? ___

10. How many professionally-related seminars/ conferences have you attended in the past two years? ___

11. In the past two years how many elective management education/training activities have you attended? ___

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SECTION Management Training Experience

If you *have not completed* or *attended* a management training program, *Skip to Section IV*.

12. Indicate the source of your training.

a. _____ City Government
b. _____ County Government
c. _____ State Government
d. _____ Federal Government
e. _____ Private
f. _____ University Academic Program

13. The following lists some management topics frequently offered by management training workshops. Please indicate the extent to which you feel training in these areas would contribute to your growth as a public manager? (*Please circle the appropriate number*)

	Great Extent			Little Extent
a. Understanding Conflict	4	3	2	1
b. Problem Solving and Decision Making	4	3	2	1
c. Discipline	4	3	2	1
d. Equal Employment opportunity	4	3	2	1
e. Financial Management and Planning	4	3	2	1
f. Computer Information and Office Applications	4	3	2	1
g. Managing Work Relationships	4	3	2	1
h. Managing Under a Merit System	4	3	2	1
i. Motivation	4	3	2	1
j. Performance Management	4	3	2	1
k. Strategic Planning	4	3	2	1

14. Please indicate how often you have utilized what you learned during this training program.	Very Often			Never
	4	3	2	1

15. Please indicate the usefulness of the reading and reference material you received during your training.	Very Useful			Never Useful
	4	3	2	1

16. How valuable was your training in increasing your effectiveness?	Very Val.			Not Val.
	4	3	2	1

17. In which year did you last participate in training/education? _____

18. As a supervisor, which of the following are you now doing that you did not do before participating in your training program?

a. _____ Maintaining better working relationships
b. _____ Establishing better team goals
c. _____ Exercising better time management
d. _____ Being more assertive
e. _____ Being more positive
f. _____ No change
g. _____ Other: (*specify*)_____

19. In your opinion, what other areas of training should be included in a comprehensive management training program?

_____

_____

_____

SECTION IV: Management Education

If you have not earned a degree in management, *Skip to Section V*.

20. Listed below are some fields of knowledge that have been included in Public Administration degree programs. To what extent do you feel knowledge of each of these fields is necessary and important in your job as a public administrator? (*Please circle the appropriate number*)

	Very Important			Not Important
a. Organizational behavior and interpersonal relations	4	3	2	1
b. Knowledge of political institutions and processes in state government	4	3	2	1
c. Statistical analysis	4	3	2	1
d. Management information systems and computer utilization	4	3	2	1
e. Program evaluation research methodology	4	3	2	1
f. Budget operations and financial administration	4	3	2	1
g. Personnel management	4	3	2	1
h. Administrative law and legal issues	4	3	2	1
i. Public relations and communication	4	3	2	1
j. Policy analysis	4	3	2	1

21. In your opinion, what other fields of knowledge should be included in a Master of Public Administration degree program?

_____

_____

_____

_____

SECTION V: Present Job

Information in this section will be used to categorize managers in a variety of ways so that similarities and differences in job content or context can be analyzed.(*Please circle the appropriate number*)

22. Indicate the number of employees you directly supervise; that is, only those employees immediately beneath you on the organizational chart. _____

23. Indicate the total number of employees you are held responsible for? (*Include both employees directly supervised and indirectly supervised through subordinate managers*). _____

24. How many levels are there between you and the top person in your agency? (*If you are the top person write X. If you report to the top person write 0 since you report directly to top the person, if your supervisor reports to the top person write 1, and so on down through the organization.*)

_____

25. How m. ..evels are there below you to the level of 1st line supervisor or equivalent? *(If you are the 1st line supervisor in your agency write X. If the 1st line supervisor reports directly to you, write 0. If there is one level of management between you and the supervisor write 1, and so on.)* _____

26. How much discretion is there in your job, compared to your previous job? (*Please circle the appropriate number*)

	Total Discretion		No Discretion	
a. Freedom to act independently of supervisor.	4	3	2	1
b. Freedom to set own targets/objectives.	4	3	2	1
c. Freedom to choose the methods for achieving objectives/goals.	4	3	2	1
d Freedom to choose the order in which different parts of the job are done.	4	3	2	1
e. Freedom to choose with whom I deal with in order to carry out my job duties.	4	3	2	1

27 Please indicate below which of the following are male or female in your present organization.

	Male	Female
a. Your immediate supervisor	1	2
b. The colleague who has been most helpful in your present position	1	2
c. The person who did your job before you	1	2
d. How many current colleagues in your work section are male and how many are female?	_____	_____
e. How many of your immediate subordinates are male and how many are female?	_____	_____
f. Other people with the same position title as you in your organization?	_____	_____

28. Which of the following describes best the work unit(s) you are held responsible for?
a. _____ Data/paper oriented
b. _____ People/service oriented
c. _____ Machine/production oriented

29. Which of the ..owing categories best describes the jobs you are held responsible for?
a. _____ Administrative, professional, technical
b. _____ Clerical, office machine, administrative support
c. _____ Supervisory, managerial
d. _____ Service, maint., agricultural, construction
e. _____ Law enforcement, investigative, protective

30. What is your present annual salary to the nearest thousand dollars? _____

31. Nature of your present appointment:
a. _____ Elected official
b. _____ Political appointee
c. _____ Merit system employee
d. _____ Other (*specify*) _____

SECTION VI: Background Information

32. What is the highest level of your education (*To the nearest year*)? _____

33. Please indicate any and all undergraduate and graduate degrees earned. _____,
_____, _____, _____, _____

34. What specific college level degree, and/or course work or training have you had in Public Administration.
a. _____ BA
b. _____ MPA
c. _____ Ph. D/DPA
d. _____ CPM Graduate
e. _____ Other (*specify*) _____

35. Gender ____/____ (M / F)

36. Ethnic Origin
a. _____ White
b. _____ African-American
c. _____ Hispanic
d. _____ Native American
e. _____ Asian or Pacific Islander
f. _____ Other (specify) _____

37. Date of Birth ____/____/____ (Mth / Day / Yr)

38. Number of years in public service? _____

39. Please use the chart below to describe you career history over the last five (5) positio changes in public service, starting with the mos recent change. *(If you have had less than fiv (5) changes, indicate those that you have had.)*

No. of Moves	Year (Enter yr)	Change of Agency		Change in Status			Change in Function	
		Yes	No	Yes Up	No Change	Yes Down	Yes	No
1st	19___	1	2	1	2	3	1	2
2nd	19___	1	2	1	2	3	1	2
3rd	19___	1	2	1	2	3	1	2
4th	19___	1	2	1	2	3	1	2
5th	19___	1	2	1	2	3	1	2

The Research Center for Public and International Policy at Kentucky State University wishes to thank you again for taking enough of your time to complete this questionnaire.

The information obtained from this survey will assist our nation's colleges, universities and state governments to continue providing education and training in Public Administration of the highest quality.

Kentucky State University

El Centro de Estudios Sobre Administración Pública y Politica Internacional

CUESTIONARIO A GERENTES DE ADMINISTRACION PUBLICA

Estimado gerente:

Le invito a participar en una encuesta nacional muy importante auspiciada por la Fundación Nacional de las Ciencias [National Science Foundation (NSF)].

La consigna de este estudio es delinear el resultado de los adiestramientos gerenciales auspiciados por las agencias estatales y los programas académicos ofrecidos en las universidades. A través de sus contestaciones a este cuestionario, investigadores de Kentucky State University esperan poder medir el impacto que tiene la enseñanza y adiestramientos ofrecidos a los gerentes de administración pública. Los resultados de este estudio nos ayudarán a someter nuevas ideas para la enseñanza y adiestramiento a ser ofrecidos a estos servidores públicos.

Su nombre, escogido al azar, fue seleccionado de una lista de gerentes de administración pública del Estado Libre Asociado de Puerto Rico. Sus contestaciones serán computarizadas. Los cuestionarios han sido enumerados para propósitos postales únicamente. Su participación voluntaria es muy apreciada.

De tener alguna pregunta al respecto no dude en escribirnos o comunicarse telefónicamente con el Dr. Jack Rose al teléfono (502) 227-6000.

Favor de devolver el cuestionario debidamente contestado en el sobre pre-dirigido que le incluímos, a no más tardar de dos semanas después de recibirlo. Los resultados de la encuesta le serán enviados próximamente.

Espero con placer anticipado recibir su contestación.

Muchas gracias por su participación.

Sinceramente,

Dr. Cassie Osborne Jr., Director
Research Center for Public and International Policy

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Sección I: Conocimientos y destrezas [illegible]ales

1. Como gerente de administración p[illegible]ca: ¿cuán importante es mantenerse informado de lo siguiente? *(Favor de circular el número correspondiente)*

	Muy importante			Sin importancia
a. Patrones eleccionarios	4	3	2	1
b. Resultados de encuestas de opinión pública	4	3	2	1
c. Legisladores y sus puntos de vista	4	3	2	1
d. Ejecutivos electos y sus puntos de vista	4	3	2	1
e. Candidatos legislativos y sus puntos de vista	4	3	2	1
f. Candidatos ejecutivos y sus puntos de vista	4	3	2	1
g. Políticas específicas, puntos de disputa en la educación, desarrollo económico y ambiental	4	3	2	1
h. Subvención concedida por el Gobierno Federal (Federal Grants)	4	3	2	1
i. Asuntos exteriores de relevancia a los Estados Unidos	4	3	2	1
j. Relaciones oberero-patronales en el Sector Público	4	3	2	1
k. Puntos de vista de grupos minoritarios	4	3	2	1
l. Desarrollo general dentro de la profesión de gerencia de administración pública	4	3	2	1

2. A continuación encontrará algunos comentarios expresados respecto a los gerentes de administración pública como profesionales. Favor de indicar hasta que punto usted está de acuerdo o en desacuerdo en cada uno de los comentarios. *(Favor de circular el número correspondiente)*

	Muy de acuerdo			Muy en desacuerdo
a. A pesar de su educación los gerentes públicos necesitan adiestramientos y educación en administración Pública.	4	3	2	1
b. Los gerentes públicos deben estar al tanto del desarrollo diario de la administración Pública.	4	3	2	1

Pregunta 2 continua en la siguiente página

	Muy de acuerdo			Muy en desacuerdo
c. Los tes Públicos deben perte. .er a una o más organizaciones profesionales que atañen a la administración Pública.	4	3	2	1

3. A continuación detallamos algunos tópicos especializados que se ofrecen frecuentemente como parte de seminarios gerenciales. Indique hasta que extremo usted cree que el adiestramiento en estas áreas contribuyen a su desarrollo como gerente público. *(Favor de circular el número correspondiente)*

	Muy relevante			No relevante
a. Confianza en sus ejecutorias (Assertiveness)	4	3	2	1
b. Desarrollo de equipo	4	3	2	1
c. Español comercial	4	3	2	1
d. Manejo de tensiones	4	3	2	1
e. Seguridad al presentarse	4	3	2	1
f. Imagen profesional	4	3	2	1
g. Escribir reportes y propuestas	4	3	2	1
h. Lectura efectiva	4	3	2	1
i. Escritura de cartas y memorandums	4	3	2	1
j. Técnicas de negociación	4	3	2	1
k. Estrategias de relaciones obrero-patronales	4	3	2	1

4. Actualmente, los programas de adiestramiento orientados hacia los gerentes públicos incluyen objetivos específicos. A continuación, le detallamos algunos de estos objetivos. En su opinión, indique la relevancia de estos objetivos para el gerente público. *(Favor de circular el número correspondiente)*

	Muy relevante			No relevante
a. Realzar la conciencia personal y hacia los demás	4	3	2	1
b. Examinar el uso del tiempo gerencial	4	3	2	1
c. Aumentar el discernimiento sobre la conducta gerencial y su efecto sobre los demás	4	3	2	1
d. Identificar la necesidad del desarrollo del empleado y de la organización patronal	4	3	2	1
e. Aumentar el entendimiento de los diferentes estilos de liderazgo	4	3	2	1

	Muy relevante			No relevante
f. Analizar los co os de comunicación relativos a la efectividad del liderazgo	4	3	2	1
g. Comprender cuando la toma de decisiones debe llevarse a cabo en grupos -o- por concenso	4	3	2	1
h. Ayudar a entender la necesidad de identificar criterios para establecer metas	4	3	2	1
i. Visualizar la necesidad del establecimiento de objetivos	4	3	2	1
j. Desarrollar ética profesional relacionados con las prácticas gerenciales	4	3	2	1
k. Comprender los factores que contribuyen a una atmósfera de motivación personal	4	3	2	1
l. Desarrollar enfoques que integran la vida cotidiana con las estrategias profesionales	4	3	2	1
m. Otros objetivos_____	4	3	2	1

	Siempre			Nunca
5. ¿Fomenta su supervisor entrenamiento y educación gerencial para los empleados?	4	3	2	1

	Todos ellos años			Ninguno de ellos
6. ¿Se motivan las personas que trabajan con usted a buscar adiestramiento y educacion gerencial?	4	3	2	1

7. A continuación le sometemos algunos comentarios referente al trabajo efectuado por las agencias gubernamentales de los Estados Unidos. Indique hasta que punto usted está de acuerdo o en desacuerdo en cada uno de los casos. *(Favor de circular el número correspondiente)*

	Muy de acuerdo			Muy en desacuerdo
a. Las agencias gubernamentales deben proveer a sus clientes servicios de calidad.	4	3	2	1
b. Los clientes de las agencias gubernamentales no están satisfechos con los servicios que se les ofrecen.	4	3	2	1
c. Agencias gubernamentale deberian proveer igualdad de servicios tanto a mujeres como a minorias	4	3	2	1
d. La politica juega un papel importante en la calidad de servicios que se le ofrecen a los ciudadanos.	4	3	2	1
e. Los principios democráticos no son aplicados cuando se refiere a los empleados de las agencias gubernamentales.	4	3	2	1
f. Los oficiales de las agencias gubernamentales deberian interesarse de la opinión pública en lo que se refiere a sus agencias.	4	3	2	1
g. Los ciudadanos no conocen la complejidad que existe en la toma de decisiones en las agencias gubernamentales.	4	3	2	1
h. Los oficiales de las agencias gubernamentales deben estar atentos a los reclamos que los legisladores tienen acerca los constituyentes.	4	3	2	1
i. El sistema de mérito en el servicio público pierde importancia ante las influencias politicas que determinan la manera de asignar posiciones.	4	3	2	1

Sección II: Actividades Profesionales

8. ¿A cuántas sociedades/asociaciones profesionales relacionadas con su trabajo pertenec usted? ____

9. ¿Cuántas publicaciones profesionales recibe lee con regularidad? ____

10. ¿En cuántos seminarios o conferencias profesionales ha participado durante los último dos años? ____

11. En los últimos dos años, ¿Cuántas actividades d educación y entrenamiento gerencial ha recibid usted? ____

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Sección II ntrenamiento en administración

Si usted *no ha concluido* o *participado* en un programa de entrenamiento en administración, *pase a la Seccion IV*.

12. Indique la fuente de su entrenamiento.

a. _____ Gobierno municipal
b. _____ Gobierno del Distrito
c. _____ Gobierno Estatal
d. _____ Gobierno Federal
e. _____ Privado
f. _____ Programa Académico Universitario

13. A continuación enumeramos algunos de los tópicos ofrecidos más frecuentemente en los talleres de entrenamiento administrativos. Favor de indicar hasta que grado usted cree que el entrenamiento en estas áreas puede contribuir a su desarrollo como administrador público. (*Favor de circular el número correspondiente*)

	A Mayor Grado		A Menor Grado	
a. Como entender conflicto	4	3	2	1
b. Solución de problemas y toma de decisiones	4	3	2	1
c. Disciplina	4	3	2	1
d. Igualdad de oportunidades de empleo	4	3	2	1
e. Administración de finanzas y planificación	4	3	2	1
f. Información sobre computadoras y su uso en la oficina	4	3	2	1
g. Administración de relaciones de trabajo	4	3	2	1
h. Administración bajo un sistema de mérito	4	3	2	1
i. Motivación	4	3	2	1
j. Desenvolvimiento gerencial	4	3	2	1
k. Planificación estrategica	4	3	2	1

	Muy a Menudo		Nunca	
14. Favor de indicar con que frecuencia ha utilizado usted lo aprendido durante este programa de entrenamiento.	4	3	2	1

	Muy Util		No Util	
15. Favor de indicar de cuanta utilidad fue para usted el material de lectura y referencia que recibió durante el entrenamiento.	4	3	2	1

	De Mucha Importancia		De Ninguna Importancia	
16. ¿Que tan valioso fue su entrenamiento para incrementar su efectividad?	4	3	2	1

17. ¿Cuál fue el último año en que usted participó en un programa educativo o de entrenamiento?
_____

18. Como supervisor, ¿cuáles de los siguientes enfoques sigue usted ahora que no practicaba antes de participar en su programa de entrenamiento?

a. ___ Mantener mejores relaciones laborales
b. ___ Establecer mejores metas de grupo
c. ___ Ejercer mejor manejo de su tiempo
d. ___ Ser más asertivo
e. ___ Ser más positivo
f. ___ No cambio
g. ___ Otro: (*Especifique*)_____

19. En su opinión, ¿qué otras áreas de entrenamiento deberían ser incluidas en un programa de adiestramiento gerencial?

_____

_____

_____

Sección IV: Educación en administración

Si usted no posee un grado en administración *pase a la Seccion V*.

20. La siguiente lista contiene algunas áreas de estudio que han sido incluídas en los programas de grado en Administración Pública. ¿Hasta que punto piensa usted que cada una de estas áreas es necesaria e importante en su trabajo como administrador público? (*Favor de circular el número correspondiente*)

	Muy Importante		No Importante	
a. Relaciones interpersonales y conducta organizacional	4	3	2	1
b. Conocimiento de instituciones políticas y procedimientos del gobierno estatal	4	3	2	1
c. Análisis estadístico	4	3	2	1
d. Sistemas de información administrativa e utilización de computadoras	4	3	2	1
e. Metodología investigativa para evaluación de programas	4	3	2	1
f. Operaciones presupuestarias y administración financiera	4	3	2	1
g. Administración de personal	4	3	2	1
h. Leyes administrativas y asuntos legales	4	3	2	1
i. Relaciones públicas y comunicaciones	4	3	2	1
j. Análisis de reglamentos	4	3	2	1

21. En su opinión, ¿qué otras áreas de estudio s deberían incluir en el programa de maestría e Administración Pública?

_____

_____

_____

_____

Sección V: Empleo Actual

La información en esta sección será utilizada par categorizar los administradores en una variedad d formas para analizar las semejanzas y diferencia del contenido y contexto del trabajo.

22. Indique el número de empleados que uste supervisa directamente o sea, solo aquello empleados inmediatamente por debajo de uste en el esquema organizacional. _____

23. Indique el número total de empleados de lo cuales es usted responsable. (*Incluya a ambo empleados directa e indirectamente supervisados por medi de gerentes subordinados*). _____

24. ¿Cuántos niveles hay entre usted y la persona d más alto puesto en su agencia? (*Si usted es l persona de más alto puesto escriba X. Si usted reporta esa persona escriba 0 ya que usted se reporta directament a la persona de más alto puesto, si su supervisor reporta a l persona de más alto puesto escriba 1, y asi sucesivament hacia abajo de la organización.*) _____

25. ¿Cuánt[illegible]eles hay debajo del suyo, hasta el nivel [illegible]imer supervisor en línea o su equivalente? (*Si usted es el primer supervisor en linea de su agencia escriba* X. *Si el primer supervisor en linea se reporta directo a usted escriba* 0. *Si hay un nivel de administración entre usted y el supervisor escriba* 1, *y así sucesivamente.*) _____

26. ¿Cuánta discreción existe en su empleo en comparación con empleos previos? (*Favor de circular el número correspondiente*)

	Total Discreción			Ninguna Discreción
a. Libertad para actuar independientemente de su supervisor	4	3	2	1
b. Libertad para para fijar sus propios objetivos y metas	4	3	2	1
c. Libertad para escojer los métodos para alcanzar objetivos/metas	4	3	2	1
d Libertad para escojer el orden en el cual se ejecutan las diferentes áreas del trabajo	4	3	2	1
e Libertad para escojer con quién usted trata en el desempeño de sus funciones	4	3	2	1

27 Favor de indicar quienes de las siguientes personas son masculinos o femeninos en su institución presente.

	Masculino	Femenino
a. Su supervisor inmediato	1	2
b. El colega quien más le ha ayudado en posición actual	1	2
c. La persona que le precedió en su posición	1	2
d. ¿Cuántos colegas en su sección de trabajo actual son femeninos y cuantos masculinos?	_____	_____
e. ¿Cuántos de sus subordinados inmediatos son son masculinos y cuantos femeninos?	_____	_____
f. ¿Otras personas con el mismo título que usted en su organización?	_____	_____

28. ¿Cuáles de las siguientes mejor describe la unidad o unidades de trabajo que son su responsabilidad?

a. ___ Orientada a data y documentación
b. ___ Orientada a servicio y personas
c. ___ Orientada a producción y maquinaria

29. ¿Cuáles de las [illegible]entes categorías mejor describen sus res[illegible]abilidades en su trabajo?

a. ___ Administrativo, profesional, técnico
b. ___ Clerical, maquinaría de oficina, apoyo administrativo
c. ___ Supervisión, administración
d. ___ Servicio, mantenimiento, agrícola, construcción
e. ___ Investigativo, protección. hacer cumplir las leyes

30. ¿Cuál es su salario anual actual en la milésima del dólar más aproximada? _____

31. Indole de su puesto actual:

a. _____ Oficial electo
b. _____ Nombramiento político
c. _____ Empleado público de carrera
d _____ Otro (*especifique*) _____

Sección VI: Información Demográfica

32. Su más alto nivel de educación? _____

33. ¿Favor de indicar todos los grados de bachiller y maestría que ha obtenido en Administración Pública. _____,

_____, _____, _____, _____

34. ¿Qué grado universitario específico y/o curso/entrenamiento ha obtenido usted en administración pública..

a. _____ BA
b. _____ MAP
c. _____ Ph. D/DPA
d. _____ CPM Graduado
e. _____ Otro (*especifique*) _____

35. Género _____/_____ M F

36. Origen étnico

a. _____ Blanco
b. _____ Afro-Americano
c. _____ Hispano
d. _____ Americano Nativo
e. _____ Asiático
f. _____ Otro (*especifique*) _____

37. Fecha de nacimiento ___/___/___ mes día año

38. Número de años en el servicio público? _____

39. Favor de usar el cuadro de abajo para describir su historial de empleo a través de los últimos cinco (5) cambios en posición en el servicio público, empezando con el más reciente. (*Si usted ha tenido menos de cinco (5) cambios, indíquelo*).

Número de cambios	Año (entre el año)	Tipo de cambio								
		Cambio de Agencia		Cambio en Status			Cambio en Funcion	
		Sí	No	Sin Arriba	No Cambio	Sí Abajo	Sí	No
1ro	19___	1	2	1	2	3	1	2
2do	19___	1	2	1	2	3	1	2
3ro	19___	1	2	1	2	3	1	2
4to	19___	1	2	1	2	3	1	2
5to	19___	1	2	1	2	3	1	2

El Centro de Estudios Sobre Administración Pública y Politica Internacional de KENTUCKY STATE UNIVERSITY le agradece encarecidamente el que haya tomado de su valioso tiempo para contestar este cuestionario.

La información obtenida de este sondeo proveerá a los colegios y universidades y los gobiernos estatales los medios para continuar ofreciendo educación y adiestramiento de la más alta calidad en el area de la administración pública.

El Centro de Estudios Sobre Administración Pública y Politica Internacional NSF Study No. RII 9006583

Appendix II
Data Code Book

List of variables on the active SPSS^{X} file

OName		Position
ID	IDENTIFICATION NUMBER	1
	Print Format: F7	
	Write Format: F7	
V1A	ELECTION VOTING PATTERNS	2
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	Write Format: F1	
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0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1B	PUBLIC OPINION RESULTS	3
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1C	LEGISLATORS & VIEWS	4
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1D	ELECT EXEC. & VIEWS	5
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1E	LEGIS. CANDIDATES & VIEWS	6
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	
	1 NOT IMPORTANT	
	2 NOT VERY IMPORTANT	
	3 IMPORTANT	
	4 VERY IMPORTANT	
	5 NOT APPLICABLE	
V1F	EXEC. CANDIDATES & VIEWS	7
	Print Format: F1	
	Write Format: F1	
	Missing Values: 9	
0	Value Label	

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1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1G SPECIFIC POLICY ISSUES 8
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1H FEDERAL GRANT PROGRAMS 9
Print Format: F1
Write Format: F1
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0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1I U.S. FOREIGN AFFAIRS 10
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1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1J PUBLIC SECTOR LABOR REL. 11
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0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1K MINORITY GRPS & VIEWS 12
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Write Format: F1
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0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V1L DEV. IN PROF. OF PA 13
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0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V2A NEED TRAINING IN PA 14
Print Format: F1
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0 Value Label

1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V2B FAMILIAR W/CURRENT DEVS 15
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V2C BELONG TO PROF. ORGS. 16
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 STRONGLY DISAGREE
2 SOMEWHAT DISAGREE
3 SOMEWHAT AGREE
4 STRONGLY AGREE

V3A ASSERTIVENESS 17
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Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3B TEAM BUILDING 18
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3C BUSINESS ENGLISH 19
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3D STRESS MANAGEMENT 20
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3E PRESENTATION SKILLS 21
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3F PROFESSIONAL IMAGE 22
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3G WRITING REPORTS & PROPS 23
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3H READING EFFECTIVENESS 24
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3I WRITING BETTER LETTERS 25
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3J NEGOTIATION TECHS 26
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V3K LABOR RELATION STRATS 27
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1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V4A ENHANCE AWARENESS 28
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1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4B USE OF MANAGERIAL TIME 29
Print Format: F1
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4C INCREASE INSIGHT 30
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1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

BEST COPY AVAILABLE

V4D ID NEED FOR ORG DEV 31
Print Format: F1
Write Format: F1
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4E > UNDERSTANDING OF LEAD. STYLES 32
Print Format: F1
Write Format: F1
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4F EXAM COMM CONCEPTS 33
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4G UNDERSTAND WHEN GROUP DM IS APPROP 34
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1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4H NEED CRITERIA FOR GOALS 35
Print Format: F1
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4I NEED FOR OBJECTIVES 36
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4J DEV. ETHICAL STDRDS 37
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4K FACTORS FOR SELF MOTIV 38
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1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4L INTEGRATING CAREER & LIFE 39
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V4M OTHER OBJECTIVES 40
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0 Value Label

1 NOT RELEVANT
2 SOMEWHAT NOT RELEVANT
3 SOMEWHAT RELEVANT
4 HIGHLY RELEVANT

V5 SUPER. ENCOURAGE TRAIN 41
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NEVER
2 SOMETIMES
3 OFTEN
4 ALWAYS

V6 PEERS PURSUE TRAIN 42
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NONE OF THEM
2 FEW OF THEM
3 MANY OF THEM
4 ALL OF THEM

V7A GOVT PROVIDE QUALITY SERV 43
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

V7B CLIENTS R NOT SATISFIED 44
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Write Format: F5.2
Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

V7C AGENCIES PROVIDE EQUAL TREAT 45
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Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

V7D POLITICAL PULL IMPORT 46
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

V7E DEMO PRINP. CANNOT BE APPLIED 47
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

V7F OFFS. SHLD CARE PUBLIC OP 48
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00

0	Value	Label
	1.00	STRONGLY DISAGREE
	2.00	SOMEWHAT DISAGREE
	3.00	SOMEWHAT AGREE
	4.00	STRONGLY AGREE

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V7G CITIZENS NOT KNOWLEDGE 49
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00
0 Value Label

1.00 STRONGLY DISAGREE
2.00 SOMEWHAT DISAGREE
3.00 SOMEWHAT AGREE
4.00 STRONGLY AGREE

V7H OFFS. RESPONSIVENESS 50
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00
0 Value Label

1.00 STRONGLY DISAGREE
2.00 SOMEWHAT DISAGREE
3.00 SOMEWHAT AGREE
4.00 STRONGLY AGREE

V7I MERIT SYS IS POLITICAL 51
Print Format: F5.2
Write Format: F5.2
Missing Values: 9.00
0 Value Label

1.00 STRONGLY DISAGREE
2.00 SOMEWHAT DISAGREE
3.00 SOMEWHAT AGREE
4.00 STRONGLY AGREE

V8 # ASSOC/SOC BELONG TO 52
Print Format: F2
Write Format: F2
Missing Values: 99

V9 # JOURNALS TAKEN 53
Print Format: F2
Write Format: F2
Missing Values: 99

V10 # CONFS ATTENDED 54
Print Format: F2
Write Format: F2
Missing Values: 99

V11 # ELECTIVE COURSES 55
Print Format: F2
Write Format: F2
Missing Values: 99

V12 SOURCE OF TRAIN 56
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 CITY GOVERNMENT
2 COUNTY GOVERNMENT
3 STATE GOVERNMENT
4 FEDERAL GOVERNMENT
5 PRIVATE
6 UNIVERSITY ACADEMIC PROGRAM
7 MULTIPLE

V13A UNDERSTANDING CONFLICT 57
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13B PROBLEM SOLVING 58
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13C DISCIPLINE 59
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13D EEO 60
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13E FIN. MGMT. 61
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13F COMP. INFO & OFF APPS 62
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13G WORK RELATIONS MGMNT 63
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13H MANAGING UNDER MERIT SYS 64
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13I MOTIVATION 65
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13J PERFORMANCE MGMNT 66
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V13K STRATEGIC PLANNING 67
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 LITTLE EXTENT
2 MILD EXTENT
3 STRONG EXTENT
4 GREAT EXTENT
5 NOT APPLICABLE

V14 HOW OFTEN USEED TRAIN 68
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NEVER
2 SOMETIMES
3 OFTEN
4 VERY OFTEN
5 NOT APPLICABLE

V15 USEFULNESS OF REF MATERIAL 69
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NEVER USEFUL
2 SOMETIMES USEFUL
3 USEFUL
4 VERY USEFUL
5 NOT APPLICABLE

V16 HOW TRAIN > EFFECTIVENESS 70
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT VALUABLE
2 SOMEWHAT NOT VALUALBE
3 SOMEWHAT VALUABLE
4 VERY VALUABLE
5 NOT APPLICABLE

V17 YEAR LAST TRAINED 71
Print Format: F2
Write Format: F2
Missing Values: 99

V18A BETTER WORK RELATIONS 72
Print Format: F1
Write Format: F1
Missing Values: 9

V18B BETTER TEAM GOALS 73
Print Format: F1
Write Format: F1
Missing Values: 9

V18C BETTER TIME MGMNT 74
Print Format: F1
Write Format: F1
Missing Values: 9

V18D MORE ASSERTIVE 75
Print Format: F1
Write Format: F1
Missing Values: 9

V18E MORE POSITIVE 76
Print Format: F1
Write Format: F1
Missing Values: 9

V18F NO CHANGE 77
Print Format: F1
Write Format: F1
Missing Values: 9

V18G OTHER CHANGES 78
Print Format: F1
Write Format: F1
Missing Values: 9

V19 OTHER AREAS OF TRAIN 79
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 RESPONSE GIVEN
5 NOT APPLICABLE
9 M NO RESPONSE

V20A ORG. BEHAVIOR 80
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20B KNOWLEDGE OF POL INST 81
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20C STATISTICAL ANA 82
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20D MIS & COMPUTER UTIL 83
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20E PROGRAM EVAL 84
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20F BUDGET OPERATIONS 85
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20G PERSONNEL MGMNT 86
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20H ADMN LAW & LEGAL ISSUES 87
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20I PUBLIC RELATIONS 88
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V20J POLICY ANALYSIS 89
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NOT IMPORTANT
2 NOT VERY IMPORTANT
3 IMPORTANT
4 VERY IMPORTANT
5 NOT APPLICABLE

V21 OTHER FIELDS OF KNOWLEDGE 90
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 RESPONSE GIVEN
5 NOT APPLICABLE
9 M NO RESPONSE

V22 # REPORT DIR TO YOU 91
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V23 TOTAL # OF EMPS 92
Print Format: F3
Write Format: F3
Missing Values: 0, 999
0 Value Label

998 998 OR MORE

V24 LEVELS BETWEEN U & TOP 93
Print Format: A2
Write Format: A2
Missing Values: '99'
0 Value Label

0X	AGNCY HEAD
00	1ST DOWN
01	2ND DOWN
02	3RD DOWN
03	4TH DOWN
04	5TH DOWN
05	6TH DOWN
06	7TH DOWN
07	8TH DOWN
08	9TH DOWN
09	10TH DOWN
10	11TH DOWN
11	12TH DOWN
12	13TH DOWN
13	14TH DOWN

V25 LEVELS BELOW YOU 94
Print Format: A2
Write Format: A2
Missing Values: '99'
0 Value Label

0X	1ST LINE SUPER
00	1ST UP
01	2ND UP
02	3RD UP
03	4TH UP
04	5TH UP
05	6TH UP
06	7TH UP
07	8TH UP
08	9TH UP
09	10TH UP
10	11TH UP
11	12TH UP
12	13TH UP
13	14TH UP

V26A CAN ACT INDEPENDENTLY 95
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1	NO DISCRETION
2	LITTLE DISCRETION
3	MODERATE DISCRETION
4	TOTAL DISCRETION

V26B CAN SET OWN TARGETS 96
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1	NO DISCRETION
2	LITTLE DISCRETION
3	MODERATE DISCRETION
4	TOTAL DISCRETION

V26C CAN CHOOSE METHODS 97
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NO DISCRETION
2 LITTLE DISCRETION
3 MODERATE DISCRETION
4 TOTAL DISCRETION

V26D CAN ORDER PARTS OF WORK 98
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NO DISCRETION
2 LITTLE DISCRETION
3 MODERATE DISCRETION
4 TOTAL DISCRETION

V26E CAN CHOOSE W/WHOM TO DEAL 99
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 NO DISCRETION
2 LITTLE DISCRETION
3 MODERATE DISCRETION
4 TOTAL DISCRETION

V27A IMMEDIATE SUPERVISOR 100
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 MALE
2 FEMALE

V27B MOST HELPFUL COLLEAGUE 101
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 MALE
2 FEMALE

V27C PERSON BEFORE YOU 102
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 MALE
2 FEMALE

V27AM # OF MALE COLLEAGUES 103
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

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V27AF # OF FEMALE COLLEAGUES 104
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V27EM # OF MALE SUBS 105
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V27EF # OF FEMALE SUBS 106
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V27FM # OF MALE SAME POSITION 107
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V27FF # OF FEMALE SAME POSITION 108
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

98 98 OR MORE

V28 TYPE WORK UNIT 109
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 DATA/PAPER
2 PEOPLE SERVICE
3 MACHINE/PROD.

V29 JOB RESPONSIBLE FOR 110
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 ADMINISTRATIVE/PROF
2 CLERICAL, ETC.
3 SUPERVISORY, ETC.
4 SERVICE, ETC.
5 LAW ENFORCEMENT, ETC.

V30 ANNUAL SALARY 111
Print Format: F3
Write Format: F3
Missing Values: 0, 999

V31 NATURE OF APPOINTMENT 112
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 ELECTED OFFICIAL
2 POLITICAL APPOINTEE
3 MERIT SYSTEM EMPLOYEE
4 OTHER

V32 LEVEL OF EDUCATION 113
Print Format: F2
Write Format: F2
Missing Values: 99

V33A DEGREE TYPE A 114
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

0 NONE
1 BA
2 BS
3 OTHER BACH
4 MA
5 MS
6 OTHER MASTERS
7 PHD
8 DPA
9 EDD
10 MD
11 DDS-DMD
12 JD
13 OTHER

V33B DEGREE TYPE B 115
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

0 NONE
1 BA
2 BS
3 OTHER BACH
4 MA
5 MS
6 OTHER MASTERS
7 PHD
8 DPA
9 EDD
10 MD
11 DDS-DMD
12 JD
13 OTHER

V33C DEGREE TYPE C 116
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

0 NONE
1 BA
2 BS
3 OTHER BACH
4 MA
5 MS
6 OTHER MASTERS
7 PHD
8 DPA
9 EDD
10 MD
11 DDS-DMD
12 JD
13 OTHER

V33D DEGREE TYPE D 117
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

0 NONE
1 BA
2 BS
3 OTHER BACH
4 MA
5 MS
6 OTHER MASTERS
7 PHD
8 DPA
9 EDD
10 MD
11 DDS-DMD
12 JD
13 OTHER

V33E DEGREE TYPE E 118
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

0 NONE
1 BA
2 BS
3 OTHER BACH
4 MA
5 MS
6 OTHER MASTERS
7 PHD
8 DPA
9 EDD
10 MD
11 DDS-DMD
12 JD
13 OTHER

V34A BA 119
Print Format: F1
Write Format: F1
Missing Values: 9

V34B MPA 120
Print Format: F1
Write Format: F1
Missing Values: 9

V34C PHD/PDA 121
Print Format: F1
Write Format: F1
Missing Values: 9

V34D CPM 122
Print Format: F1
Write Format: F1
Missing Values: 9

V34E OTHER 123
Print Format: F1
Write Format: F1
Missing Values: 9

V35 GENDER 124
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 MALE
2 FEMALE

V36 ETHNICITY 125
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 WHITE
2 AFRICAN-AMERICAN
3 HISPANIC
4 NATIVE AMERICAN
5 ASIAN OR PACIFIC ISLANDER
6 OTHER

V37M BIRTH MONTH 126
Print Format: F2
Write Format: F2
Missing Values: 99

V37D BIRTH DAY 127
Print Format: F2
Write Format: F2
Missing Values: 99

V37Y BIRTH YEAR 128
Print Format: F2
Write Format: F2
Missing Values: 99

V38 YEARS OF PUBLIC SERVICE 129
Print Format: F2
Write Format: F2
Missing Values: 99

V391ST FIRST JOB CHANGE YR 130
Print Format: F2
Write Format: F2
Missing Values: 99

V391STCA 1ST, CHANGE AGENCY? 131
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V391STCS 1ST, CHANGE STATUS? 132
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES UP
2 NO CHANGE
3 YES DOWN

V391STCF 1ST, CHANGE FUNCTION? 133
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V392ND SECOND JOB CHANGE YR 134
Print Format: F2
Write Format: F2
Missing Values: 99

V392NDCA 2ND CHANGE AGENCY? 135
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V392NDCS 2ND CHANGE STATUS? 136
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES UP
2 NO CHANGE
3 YES DOWN

V392NDCF 2ND CHANGE FUNCTION? 137
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V393RD THIRD JOB CHANGE YR 138
Print Format: F2
Write Format: F2
Missing Values: 99

V393RDCA 3RD CHANGE AGENCY? 139
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V393RDCS 3RD CHANGE STATUS? 140
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES UP
2 NO CHANGE
3 YES DOWN

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V393RDCF 3RD CHANGE FUNCTION? 141
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V394TH FOURTH JOB CHANGE YR 142
Print Format: F2
Write Format: F2
Missing Values: 99

V394THCA 4TH CHANGE AGENCY? 143
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V394THCS 4TH CHANGE STATUS? 144
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES UP
2 NO CHANGE
3 YES DOWN

V394THCF 4TH CHANGE FUNCTION? 145
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V395TH FIFTH JOB CHANGE YR 146
Print Format: F2
Write Format: F2
Missing Values: 99

V395THCA 5TH CHANGE AGENCY? 147
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

V395THCS 5TH CHANGE STATUS 148
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES UP
2 NO CHANGE
3 YES DOWN

V395THCF 5TH CHANGE FUNCTION? 149
Print Format: F1
Write Format: F1
Missing Values: 9
0 Value Label

1 YES
2 NO

STEMP STATE OF EMPLOYMENT 150
Print Format: F2
Write Format: F2
Missing Values: 99
0 Value Label

1 ALABAMA
2 ALASKA
3 ARIZONA
4 ARKANSAS
5 CALIFORNIA
6 COLORADO
7 CONNECTICUT
8 DELAWARE
9 DISTRICT OF COL
10 FLORIDA
11 GEOGRIA
12 HAWAII
13 IDAHO
14 ILLNOIS
15 INDIANA
16 IOWA
17 KANSAS
18 KENTUCKY
19 LOUISIANA
20 MAINE
21 MARYLAND
22 MASSACHUSETTS
23 MICHIGAN
24 MINNESOTA
25 MISSISSIPPI
26 MISSOURI
27 MONTANA
28 NEBRASKA
29 NEVADA
30 NEW HAMPSHIRE
31 NEW JERSEY
32 NEW MEXICO
33 NEW YORK
34 NORTH CAROLINA
35 NORTH DAKOTA
36 OHIO
37 OKLAHOMA
38 OREGON
39 PENNSYLVANIA
40 RHODE ISLAND
41 SOUTH CAROLINA
42 SOUTH DAKOTA
43 TENNESSEE
44 TEXAS
45 UTAH
46 VERMONT
47 VIRGINIA
48 WASHINGTON
49 WEST VIRGINIA
50 WISCONSIN
51 WYOMING
52 PUERTO RICO
53 PACIFIC ISLANDS
99 M UNKNOWN STATE

WAVE RESPONSE WAVE 151
Print Format: F1
Write Format: F1
0 Value Label

0 FIRST MAILING
1 SECOND MAILING
2 THIRD MAILING

QSOUR QUESTIONNAIRE SOURCE 152
Print Format: F4
Write Format: F4
0 Value Label

1000 CPH UNKNOWN
1011 CPH GEORGIA
1018 CPH KENTUCKY
1019 CPH LOUISIANA
1034 CPH NORTH CAROLINA
1037 CPH OKLAHOMA
1045 CPH UTAH
2003 BRIGHAM YOUNG
2006 CANISIUS
2009 CLARK ATLANTA
2012 CLEVELAND STATE
2015 DEPAUL
2017 DUKE
2018 EASTERN MICHIGAN
2020 FLORIDA STATE
2021 GEORGIA STATE
2024 ILLINOIS TECH
2027 INDIANA STATE
2030 KEAN COLLEGE OF NJ
2033 KENTUCKY STATE
2036 MISSISSIPPI STATE
2039 NORTHEASTERN
2040 OHIO STATE
2041 OHIO UNIVERSITY
2042 SOUTHERN ILLINOIS
2045 SOUTHWEST MISSOURI
2048 SOUTHWEST TEXAS STATE
2049 SUNY-ALBANY
2051 SUFFOLK UNIVERSITY
2054 TEXAS A&M
2057 U. OF TEXAS @ AUSTIN
2060 TRINITY UNIVERSITY
2061 U. OF ARKANSAS LR
2063 U. OF WISCONSIN @ MIL
2066 U. OF CALIFORNIA @ BERKLEY
2069 CENTRAL FLORIDA
2070 U. OF COLORADO
2072 UNIVERSITY OF KANSAS
2075 UNIVERSITY OF MINNESOTA
2078 U. OF MISSOURI @ COLUMBIA
2081 U. OF NEBRASKA @ OMAHA
2084 U. OF NEW HAVEN
2087 U. OF NORTH CAROLINA @ CH
2090 U. OF NORTH CAROLINA @ GRN
2093 U. OF PITTSBURGH
2096 U. OF SOUTHERN MAINE
2099 UNIVERSITY OF TOLEDO
2102 WICHITA STATE
2999 UNKNOWN UNIVERSITY
3001 ALABAMA
3002 ALASKA
3003 ARIZONA
3004 ARKANSAS
3005 CALIFORNIA
3006 COLORADO
3007 CONNECTICUT
3008 DELAWARE
3009 DISTRICT OF COL
3010 FLORIDA
3011 GEOGRIA
3012 HAWAII

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3013	IDAHO
3014	ILLNOIS
3015	INDIANA
3016	IOWA
3017	KANSAS
3018	KENTUCKY
3019	LOUISIANA
3020	MAINE
3021	MARYLAND
3022	MASSACHUSETTS
3023	MICHIGAN
3024	MINNESOTA
3025	MISSISSIPPI
3026	MISSOURI
3027	MONTANA
3028	NEBRASKA
3029	NEVADA
3030	NEW HAMPSHIRE
3031	NEW JERSEY
3032	NEW MEXICO
3033	NEW YORK
3034	NORTH CAROLINA
3035	NORTH DAKOTA
3036	OHIO
3037	OKLAHOMA
3038	OREGON
3039	PENNSYLVANIA
3040	RHODE ISLAND
3041	SOUTH CAROLINA
3042	SOUTH DAKOTA
3043	TENNESSEE
3044	TEXAS
3045	UTAH
3046	VERMONT
3047	VIRGINIA
3048	WASHINGTON
3049	WEST VIRGINIA
3050	WISCONSIN
3051	WYOMING
3052	PUERTO RICO
3053	PACIFIC ISLANDS
3999	UNKONWN STATE

DEGCOMB DEGREE COMBINATIONS 153
Print Format: F8.2
Write Format: F8.2
0 Value Label

.00 NONE
1.00 BA ONLY
2.00 MPA ONLY
3.00 PHD/DPA ONLY
4.00 CPM ONLY
5.00 OTH. ONLY
6.00 BA & MPA
7.00 BA & PHD
8.00 BA & CPM
9.00 BA & OTH.
10.00 BA, MPA & PHD/DPA
11.00 BA, MPA & CPM
12.00 BA, MPA & OTH.
13.00 BA, PHD/DPA & CPM
14.00 BA, PHD/DPA & OTH.
15.00 BA PHD/DPA & CPM
16.00 BA PHD & OTH
17.00 BA CPM & OYH
18.00 BA MPA CPM OTH
19.00 MPA & PHD
20.00 MPA & CPM
21.00 MPA & OTH
22.00 MPA PHD & CPM
23.00 MPA PHD & OTH
24.00 MPA CPM & OTH
25.00 MPA PHD CPM & OTH
26.00 PHD & CPM
27.00 PHD & OTH
28.00 PHD CPM & OTH
29.00 CPM & OTH
30.00 ALL CATEGORIES

GRYRSPS GROUPED YEARS OF PUBLIC SRV 154
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

.00 <1-4 YRS
1.00 5-9 YRS
2.00 10-14 YRS
3.00 15-19 YRS'
4.00 20-24 YRS
5.00 25-29 YRS
6.00 30-34 YRS
7.00 35-39 YRS
8.00 40 & < YRS

V8GRPD ASSN MEMBERSHIP 155
Print Format: F8.2
Write Format: F8.2
0 Value Label

.00 NONE
1.00 1-4
2.00 5-9
3.00 10 AND MORE

V9GRPD JOURNAL SUBS 156
Print Format: F8.2
Write Format: F8.2
0 Value Label

.00 NONE
1.00 1-4
2.00 5-9
3.00 10 AND MORE

V10GRPD SEMINARS ATTND 157
Print Format: F8.2
Write Format: F8.2
0 Value Label

.00 NONE
1.00 1-4
2.00 5-9
3.00 10 AND MORE

V11GRPD ELECT. TRAINING 158
Print Format: F8.2
Write Format: F8.2
0 Value Label

.00 NONE
1.00 1-4
2.00 5-9
3.00 10 AND MORE

QUESTYP SAMPLE TYPE 159
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 CPH
2.00 MPA
3.00 GENERAL

AGE AGE OF RESPONDENT 160
Print Format: F8.2
Write Format: F8.2

GAGE GROUPED AGE 161
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 20-29 YRS
2.00 30-39 YRS
3.00 40-49 YRS
4.00 50-59 YRS
5.00 60-69 YRS
6.00 70-79 YRS
7.00 80 YRS & OLDER

GSHYRS GROUPED YEARS OF EDUCATION 162
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 10-14 YRS
2.00 15-19 YRS
3.00 20-24 YRS
4.00 25-30 YRS

DISC1 REGR FACTOR SCORE 1 FOR ANALYSIS 1 163
Print Format: F11.5
Write Format: F11.5

PCT Elazar's POLITICAL CULTURES 164
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 MORALISTIC
2.00 MORAL-INDIVID
3.00 INDIVID-MORAL
4.00 INDIVIDUALISTIC
5.00 INDIVID-TRAD
6.00 TRAD-INDIVID
7.00 TRADITIONALISTIC
8.00 TRAD-MORAL

PI PROFESSIONALISM INDEX 165
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 REJECTOR
2.00 AMBIVALENT
3.00 ENTHUSIAST

GED GROUPED EDUC. 166
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 HIGH SCHOOL
2.00 SOME COLLEGE
3.00 BACHELOR
4.00 GRADUATE DEG.

GETH GROUPED ETHNICITY 167
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 MAJORITY
2.00 MINORITY

PA OLD POLITICAL ACUITY 168
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 NAIVE
2.00 APOLITICO
3.00 POLITICO

TRNUTRN TRAINED/UNTRAINED 169
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 NOTRAINED/ED
2.00 TRAINED/ED

GYRSSRV GROUPED SRV YRS 170
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 1 TO 9 YRS
2.00 10 TO 19 YRS
3.00 20 TO 29 YRS
4.00 30 TO 39 YRS
5.00 40 TO 49 YRS

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ADJDIS 171
Print Format: F8.2
Write Format: F8.2

DISC 172
Print Format: F8.2
Write Format: F8.2

APPTYP GROUPED APPT. TYPE 173
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 MERIT
2.00 OTHER

GETHNIC GROUPED ETHNICITY 174
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 WHITE
2.00 AFRICAN-AMERICAN
3.00 OTHER

GJOBCLS GROUP JOB CLASS 175
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 ADMINISTRATOR
2.00 SUPERVISORY
3.00 OTHER

DISLEV DESCRETION LEVEL 176
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 NO DESCRETION
2.00 LITTLE DESCRETION
3.00 GREATER DESCRETION
4.00 TOTAL DESCRETION

DISLEV1 WORK DESCRETION 177
Print Format: F8.2
Write Format: F8.2
Missing Values: 9.00
0 Value Label

1.00 LOW
2.00 HIGH

RESPTYP RELATED TRN/DEGREE 178
Print Format: F1
Write Format: F8.2
0 Value Label

1 CPM
2 BACHELOR
3 MPA AND/OR PHD/DPA
4 OTHER RELATED DEG/TRN
9 NO RELATED DEGREE

AGNCYRNG AGENCY HEIGHT 179
Print Format: F2
Write Format: F8.2

PSP SOCIO-POLITICAL ACUITY 180
Print Format: F8.2
Write Format: F8.2

PAA POLITICAL ACTIVITY ACUITY 181
Print Format: F8.2
Write Format: F8.2

PFA POLITICAL FUNCTION ACUITY 182
Print Format: F8.2
Write Format: F8.2

V23GRPD GROUPED TOTAL EMPS SUPER 183
Print Format: F8.2
Write Format: F8.2

0	Value	Label
	1.00	1-10 EMPLOYEES
	2.00	11-50 EMPLOYEES
	3.00	51-200 EMPLOYEES
	4.00	201-500 EMPLOYEES
	5.00	501-997 EMPLUYEES
	6.00	1,000 AND MORE EMPLOYEES

V32GRPD ED VITA 184
Print Format: F8.2
Write Format: F8.2

0	Value	Label
	1.00	NOT HS GRADUATE
	2.00	HIGH SCHOOL GRAD
	3.00	SOME COLLEGE
	4.00	COLLEGE GRAD
	5.00	SOME GRAD WORK
	6.00	AT LEAST 1 GRAD DEGREE

CONRES RELATED DEGREES 185
Print Format: F8.2
Write Format: F8.2

0 .	Value	Label
	1.00	MPA OR HIGHER DEGREE
	2.00	BACCALAUREATE

SPI SOCIO-POLITICAL 189
Print Format: F8.2
Write Format: F8.2

PAI POLITICAL ACTIVITY 190
Print Format: F8.2
Write Format: F8.2

PFI POLITICAL FUNCTION 191
Print Format: F8.2
Write Format: F8.2

SPIA 192
Print Format: F8.2
Write Format: F8.2

0	Value	Label
	1.00	LOW
	2.00	HIGH

PAIA 193
Print Format: F8.2
Write Format: F8.2

0	Value	Label
	1.00	LOW
	2.00	MEDIUM
	3.00	HIGH

PFIA 194
Print Format: F8.2
Write Format: F8.2
0 Value Label

1.00 LOW
2.00 HIGH

SPIADJ ADJ SOCIO-POL 195
Print Format: F8.2
Write Format: F8.2

PAADJ ADJ POL-ACTIVITY 196
Print Format: F8.2
Write Format: F8.2

PFADJ ADJ POL-FUNCTION 197
Print Format: F8.2
Write Format: F8.2

PR1 REGR FACTOR SCORE 1 FOR ANALYSIS 1 198
Print Format: F11.5
Write Format: F11.5

PRADJ ADJ PROFESSIONALISM 199
Print Format: F8.2
Write Format: F8.2

SAL1 REGR FACTOR SCORE 1 FOR ANALYSIS 1 200
Print Format: F11.5
Write Format: F11.5

SAL2 REGR FACTOR SCORE 2 FOR ANALYSIS 1 201
Print Format: F11.5
Write Format: F11.5

ORGSKLL ORGANIZATION SKILL DEV. 202
Print Format: F8.2
Write Format: F8.2

OBJSKLL OBJECTIVE/GOAL SKILL DEV. 203
Print Format: F8.2
Write Format: F8.2